ED 404 434   AA 001 282

Resources in Education (RIE). Volume 32, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 404 435   CE 066 251

Creatively Exploring the Future. Proceedings of the Annual National Research Conference on Human Resource Development (2nd, College Station, Texas, March 25-26, 1994).
PUB DATE- Mar 94
NOTE- 156p.; Figures may not reproduce well. Conference also sponsored by the Brazos Valley Chapter of the American Society for Training and Development.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Research; Employed Women; *Futures (of Society); Human Resources; *Labor Force Development; Mentors; *Organizational Development; Problem Solving; Self Actualization; Training

This document contains 21 papers: "Benchmarking Training--The Road to Continuous Improvement" (Bolin); "Systematic Mentoring: A Crucial Addition to Leadership Development" abstract only (Brennan, Pevoto); "Monkey Wrenches in the Team Clockwork" (Daman); "Multiculturalism: Curriculum and Practice" (Dean et al.); "Personal Computer Training 2000--Time for a Change" (Edwards); "Multicultural Adult Education in the United States, or 'We'll Deal with that Next Year'" (Edwards); "Women in Management--Climbing the Corporate Ladder" (Ellis); "Using Focus Groups to Develop More Realistic Training" (Griggs, Stewart);"Empowerment: Using Groupware to Create an Anonymous Forum to Discuss Workplace Issues--Lessons Learned" (Homan); "Trainer as Leader: A Catalyst for Workplace Change" (Ilacqua); "A New Myth Concerning Older Workers?" (Jackson); "The Effects

ED 404 453   CE 073 362

Kime, Steve F.; Anderson, Clinton L.
Providing Access to Education for United States Military Personnel: The Servicemembers Opportunity Colleges Model.
PUB DATE- 15 Nov 96
NOTE- 22p.; Paper presented at the International Conference of the Council for Adult and Experiential Learning (New York, NY, November 15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Articulation (Education); Consortia; *Educational Opportunities; *General Education; Higher Education; *Military Personnel; *Military Training; Models; Networks; Program Implementation
IDENTIFIERS- *Servicemembers Opportunity Colleges Program

The Servicemembers Opportunities Colleges (SOC) is a consortium of national education associations and more than 1,200 colleges and universities that have pledged to ease the difficulties faced by servicemembers seeking a postsecondary education. Consortium members subscribe to the following principles in offering voluntary higher education to servicemembers: (1) servicemembers should share in the postsecondary educational opportunities available to other citizens; (2) educational programs for servicemembers should rely primarily on programs/courses/services provided by appropriately accredited institutions and organizations; and (3) to enhance access to undergraduate educational opportunities for servicemembers, institutions should maintain a necessary flexibility of programs and procedures (particularly in admissions, credit transfer, course scheduling and formats, and academic residency requirements). In addition to the general protections and services provided by SOC, six service-specific degree network systems and programs have been developed that allow participating servicemembers to earn associate and bachelors degrees in 33 fields. Three degree delivery options are available: traditional delivery, alternative delivery, and learning assessment. Other SOC programs are as follows: developmental coursework to provide access to postsecondary education; outreach to veterans; and extension of postsecondary education opportunities to servicemembers' family members. For 25 years, SOC has been a model for giving servicemembers access to postsecondary education. (Contains 20 references.) (MN)

ED 404 454   CE 073 363

Anderson, Clinton L.; Kime, Steve F.
Some Major Contributions of the Military to the Field of Adult and Continuing Education in the United States (A Work in Progress).
PUB DATE- 31 Oct 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Literacy; Articulation (Education); Competency Based Education; Consortia; *Continuing

ED 404 472 CE 073 409

Matuszowicz, P. F.
Self-Directed Learning Readiness and Homelessness.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Learning; *Cognitive Restructuring; *Depression (Psychology); *Homeless People; *Independent Study; *Learning Modules; *Learning Readiness; Pilot Projects; Psychological Needs; Social Influences
IDENTIFIERS- *Psychosocial Factors

Research has confirmed the link between a number of psychosocial issues (including limited/lacking social networks, learned helplessness, substance abuse, and emotional problems) and homelessness. Research has further established that those psychosocial issues are interlinked by the common denominator of depression, the recognized cognitive treatment of which is similar to the development of self-directed learning (SDL). A pilot study was conducted to examine the value of a new SDL learning module in mitigating the psychosocial factors leading to homelessness. The SDL learning module, which was based on a self-directed group module for adults that was developed by Rutland and Guglielmino, was presented in 10 weekly meetings that were attended by 8 volunteers of an original sample of 27 prospective participants from a homeless shelter. The module's impact on participants' development of SDL readiness was measured by using Guglielmino's Self-Directed Learning Readiness Scale (SDLRS). Of the three individuals who took the SDLRS posttest, only one scored higher on the posttest than on the pretest (earning scores of 256 on the posttest and 243 on the pretest). All three individuals who took both tests credited the learning module with improving their intimate relationships and communication skills. (Contains 50 references.) (MN)

ED 404 473 CE 073 410

Matuszowicz, Peter F.
Psychosocial Factors of the Literacy Classroom. A Teacher's Guide.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Classroom Environment; *Classroom Techniques; Cognitive Restructuring; Depression (Psychology); Group Activities; *Homeless People; *Independent Study; *Learning Readiness; *Literacy Education; Psychological Needs; Social Influences; Student Needs; Teaching Guides
IDENTIFIERS- Goal Setting; *Psychosocial Factors

This paper examines the behavioral issues associated with homelessness and marginal lifestyles. It describes classroom techniques that may be used to develop self-directed learning readiness as a tool for mitigating the psychological problems associated with the causes and outcomes of marginal living and homelessness. Discussed first are 26 issues associated with homelessness/marginal lifestyles, including the following: nonsupportive/no family networks; learned helplessness;

ED 404 490 CE 073 439

Baird, Irene C.
Women, Welfare & Mandated Education: An Analysis of Single Mothers' Meaning of Learning and Its Relevance to Successful Programming.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (14th, Wheaton, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Compulsory Education; Economically Disadvantaged; Educational Attitudes; Educational Research; *Employment Programs; Federal Legislation; *Mothers; One Parent Family; Policy Formation; Student Attitudes; *Welfare Recipients; Womens Education

A study analyzed how a group of single welfare mothers, heads of households mandated to participate in a preemployment program with an educational component, viewed learning. Welfare policy makers assumed a highly illiterate population whose "deficiencies" would be remediated through participation in existing, voluntary basic education. Studies indicated, however, that a majority of such programs were not preparing the women for job entry. Because success was often contingent on the program itself, interaction between participants and staff, and participants' perceptions and expectations based on past school experiences, the sociology of education provided the theoretical framework. Research was conducted within the qualitative paradigm with 16 welfare mothers in a mandated educational program who agreed to indepth interviews. Five themes emerged: significance of the caring teacher; desirable learning environment; match of instruction to learning ability and preference, enhanced self-esteem, and distinction between kinds of learning. Test results confirmed learning success for the studied group. However, conflict theory remained applicable, since assumptions about their "deficiencies" prescribed policy mandates without attention to what meaning these women give to learning. (Contains 14 references.) (Author/YLB)

ED 404 491 CE 073 440

Youshock, Joseph; And Others
Career Portfolio for Learning Support Students. Level II.
PUB DATE- 96
NOTE- 153p.; For level I, see ED 391 066. Some pages are printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Curriculum Based Assessment; Decision Making; Goal Orientation; Grade 9; Grade 10; High Schools; *Individualized Education Programs; *Portfolio Assessment; Portfolios (Background Materials); *Special Needs Students; Student Evaluation; *Vocational Education; *Vocational Evaluation; Vocational Maturity; Work Attitudes; Work Ethic

This second level of a portfolio for learners with special needs is intended for grades 9-10. A discussion of its conceptual

ED 404 508 CE 073 476

Foden, Frank
The Education of Part-Time Teachers in Further and Adult Education. A Retrospective Study. Leeds Studies in Continuing Education.
PUB DATE- 92
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Educators; Educational Change; Educational History; Educational Practices; Educational Trends; Foreign Countries; *Part Time Faculty; Postsecondary Education; Program Development; *Teacher Certification; *Teacher Education; Trend Analysis; *Vocational Education Teachers
IDENTIFIERS- *City and Guilds of London Institute (England); National Vocational Qualifications (England)

The development of training and certification of part-time adult and further education (FE) teachers in England was traced from the middle of the 19th century to the present through a retrospective study that focused primarily on the evolution of the City and Guilds of London Institute's (CGLI) part-time teacher training program that was initiated in 1954-55 and awarded nearly 8,000 part-time teacher certificates in 1990. The study, which was based on information gathered from an extensive set of books, periodical articles, official government reports, institutional documents, and theses and dissertations, focused primarily on the CGLI's transformation from its establishment to the present. Special attention was paid to the following topics: the ad hoc and "voluntary" nature of the various training programs for part-time teachers; the gradually increasing involvement of examining bodies in the development of part-time teachers; attempts to impose coherence on the disparate arrangements for training part-time adult and technical teachers; and recent trends, including market-oriented reorganization, closer integration of FE with other levels of education, and the National Vocational Qualifications initiative. (The bibliography lists 97 references. Appended are five tables of data from various CGLI annual reports.) (MN)

ED 404 509 CE 073 477

Field, John
Learning through Labour. Training, Unemployment and the State 1890-1939. Leeds Studies in Continuing Education.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Comparative Analysis; Educational History; Educational Policy; Foreign Countries; *Government School Relationship; Job Training; Politics of Education; Program Development; *Public Policy; *Retraining; *Unemployment; Womens Education; *Work Experience Programs
IDENTIFIERS- Canada; Germany; *Great Britain; United States

This book presents the results of a study of the British work camps that were initiated in the 1920s as a result of the political need to reduce unemployment among ex-servicemen and that evolved in 1929 into a national system of residential centers to "recondition" long-term unemployed men by exposing

ED 404 527 CE 073 546

Support Services for Special Populations Students in Vocational Education. A Handbook.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Jul 96

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ancillary School Services; Basic Skills; Career Counseling; Counselors; Deaf Interpreting; Disabilities; Economically Disadvantaged; Educationally Disadvantaged; Interpreters; Limited English Speaking; Migrant Youth; Nontraditional Occupations; Postsecondary Education; Potential Dropouts; *Regular and Special Education Relationship; *Resource Teachers; Secondary Education; Special Education; *Special Needs Students; Teacher Aides; Tutors; *Vocational Education; Vocational Evaluation

This handbook is designed to assist interested individuals in identifying and developing support services for special populations students. It defines students from special populations and lists their characteristics. The major part of the handbook is devoted to providing a brief description of each of the following support services: vocational resource educator, vocational preparation teacher, vocational counselor for special populations, basic skills instructor, supplemental professional staff, vocational evaluator, vocational teacher aides, tutors, interpreters for the deaf, and readers and note takers. Each description details the major activity groups into which responsibilities for each support service fall and lists sources for the information. A description is also provided of advisory committees, their suggested specific functions, groups or areas the members might represent, and criteria for selection of members. Sources for this information are listed. (YLB)

ED 404 528 CE 073 547

Feilner, Veronica, Ed.

Administrative Medical Assistant. Student Manual and Instructor Key.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Aug 96

NOTE- 206p.; Test sheets (unit evaluations and skill sheets) are printed on colored paper.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Allied Health Occupations Education; Bookkeeping; Competence; Competency Based Education; Course Content; Curriculum Guides; High Schools; Insurance; Job Skills; Learning Activities; *Medical Assistants; Medical Case

ED 404 546 CE 073 581

Sharma, Motilal
Communications Technologies in Open and Distance Learning in Asia: The Experience of the Asian Development Bank.
PUB DATE- Aug 96
NOTE- 13p.; Keynote address presented at the Conference on Educational Technology 2000 (Singapore, August 15-17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Communications; Computer Mediated Communication; *Developing Nations; *Distance Education; Economically Disadvantaged; Educational Development; *Educational Technology; Foreign Countries; *Lifelong Learning; Mass Media; Nontraditional Education; *Open Education; Postsecondary Education; Rural Areas; Secondary Education; Womens Education
IDENTIFIERS- *Asia Pacific Region

In view of financial constraints, large numbers of students to be educated, and rapid changes in information and communication and information technology, open learning (OL) and distance education (DE) systems are being established at an unprecedented rate in almost all developing countries of the Asian and Pacific region. Modern communications, computer-aided programs, and DE and OL systems should be applied vigorously to four areas: reduction of poverty, especially among rural populations; enlargement of human development in all aspects of physical, intellectual, and spiritual areas; improvement of women's status; and contribution to national peace and elimination of violence and terrorism. DE and OL help improve the quality of information and reduce the information gap. The core strength of DE is that it can globalize the education system by bringing in the best available teachers and experts to any corner of the world to provide the latest information with the help of communication technology. DE is a philosophy that translates media into resources to give the right of learning to every learner during student, working, and retirement life. Some issues remain to be addressed in DE and OL: the shift toward small facilities and more software; management capacity, production, and delivery; quality of materials; too generalized programs; dependence on government subsidies; ineffective monitoring and evaluation; and lack of private sector and community involvement. (YLB)

ED 404 547 CE 073 582

Sharma, Motilal
Environmental Education through Distance Education.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Developing Nations; *Distance Education; *Educational Technology; *Environmental Education; Foreign Countries; Mass Instruction; Pollution; Postsecondary Education; Rural Areas; Secondary Education; Sustainable Development; Technological Advancement
IDENTIFIERS- Asia Pacific Region

The roots of environmental problems at local, national, regional,

ED 404 565 CE 073 627

Hardy, Marcelle
Strategic Experiments in Vocational Education and Training in Quebec.
PUB DATE- Dec 96
NOTE- 9p.; Roundtable presented at the Annual Meeting of the International Vocational Education and Training Association (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Articulation (Education); Career Choice; Career Education; *Cooperative Programs; *Education Work Relationship; Foreign Countries; *Institutional Cooperation; Policy Formation; Postsecondary Education; Program Development; Public Policy; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Quebec

As a result of new legislation, experiments in school and workplace cooperation have been set up in Quebec in order to improve the relationship between the two entities and provide more vocational education options to youth. Five sections of recommendations are being implemented: (1) partnership protocol between an academic establishment and an enterprise in order to develop organizational models of training such as training periods, alternance training, and apprenticeship; (2) a path preparing students for semispecialized occupations, for students at least 16 years old who have completed Secondary II or Secondary III and who do not wish to pursue further education; (3) 1 year of career exploration for young people who have completed Secondary III and have no career projects; (4) new integrated secondary-college programs to provide continuity between vocational and technical education; and (5) access to vocational education programs after Secondary III, for students who have made a career choice and who want to begin vocational education. Impediments to implementing these approaches include the following: the difficulties of workplace cooperation, disparities in the working methods of teachers of academic education and vocational education, and problems in dialogue between high schools and colleges. Assessments of the experiments will start next year. (Contains 13 references.) (KC)

ED 404 566 CE 073 629

Feilner, Veronica, Ed.; Robling, Jeannine, Ed.
Resource Manual for Health Occupations Education Instructors.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 96
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Classroom Techniques; Curriculum; *Educational Resources; Instructional Materials; *Learning Activities; *Program Development; *Program Implementation; Secondary Education; *Teaching Methods; Vocational Education

This resource manual is designed to assist secondary health

ED 404 584   CG 027 035

Cochran, Larry
Conflict in Career Decisions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beliefs; *Career Development; *Careers; Conflict of Interest; *Individual Development; Models; Quality of Working Life; *Value Judgment; *Values
IDENTIFIERS- *Career Values; ERIC Digests

A value conflict arises when one value can only be realized at the expense of another value. This digest describes the scope of career value conflict, its developmental significance, and some conflict resolution strategies. Several studies have shown that some career values are particularly prone to conflict, such as salary, freedom in the job, security, leisure, and challenge. But conflicts can contribute to an individual's development since they help the person understand which values are the most important. Also, conflict directs attention and motivates individuals toward a solution. It is suggested that such conflicts can be met with seven responses: correcting judgments, in which judgments which are faulty or too extreme are reexamined; expanding options, where further responses to the crisis are sought; examining influences, where the person traces the basis for a value and tries to determine its importance; reconceptualization, in which the person refines, extends, and elaborates meanings; personal change and development, where the individual is encouraged to become more capable of undertaking challenges; seeking complementarity, which involves reconciling two seemingly opposed values; and setting priorities, in which values are ranked according to their importance. Resolving conflicts is important since opposing values can have strong developmental implications. (RJM)

ED 404 585   CG 027 036

Amundson, Norm
Pattern Identification Exercise. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Counseling; *Career Exploration; Career Guidance; *Career Planning; *Careers; Counseling Techniques; Employment Counselors; Individual Development; Models; Vocational Interests
IDENTIFIERS- *Career Decisions; ERIC Digests; Pattern Analysis

Career exploration typically involves the investigation of personal factors: interests, aptitudes, values, and personal style. This digest outlines one counseling method, pattern identification exercise (PIE). PIE starts with past experiences and identifies personal patterns which are relevant to career

ED 404 604 CG 027 573

Bachay, Judith Barr
A Study of the Effect of a Preventive, Psychoeducational, Counselor Intervention on the Ethnic Identity Development of Haitian Adolescents.
PUB DATE- 94
NOTE- 221p.; Ph.D. Dissertation, Barry University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adolescents; Counseling Objectives; *Cultural Awareness; *Ethnicity; Ethnic Status; Family Influence; *Haitians; Intervention; *Psychoeducational Methods; Secondary Education; Self Concept; Social Development
IDENTIFIERS- *Cultural Adjustment

Adjusting to a new culture is a major transition that cuts across every aspect of an immigrant's life. This paper examines whether or not the use of a preventive, psychoeducational, counselor intervention affects the normative ethnic identity development process of Haitian adolescents. The study's independent variables were gender, dominant language spoken within the home, and the length of time in the United States. An outline of the problem is presented, along with a review of the pertinent literature and of Haitian history and culture. For the study, Haitian adolescents (N=105) were given a pretest and then assigned to either a placebo group, a control group, or an experimental group. The experimental group participated in a series of two-hour, weekly group sessions held over a period of seven weeks. All participants completed a post-test. The primary research hypothesis, which tested the effect of a preventive psychoeducational counseling intervention on ethnic identity development, resulted in no significant differences between control and experimental groups. There were no differences with respect to the length of time in the United States or the dominant language spoken in the home. There were significant differences found by gender but not between groups. Contains 257 references. (RJM)

ED 404 605 CG 027 574

Finley, Diane
Faculty and Student Services: Friends or Foes: A Workshop.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Convention of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; *College Faculty; *Collegiality; Conflict of Interest; *Cooperation; Educational Innovation; Faculty; *Higher Education; Student Personnel Services; *Student Personnel Workers; Work Attitudes; *Workshops

Universities and colleges exist to serve, educate, and help the student population. Although university personnel are there to help students achieve these goals, misunderstandings often lead faculty and student services personnel to operate at cross-purposes. This workshop explores the roots of these

ED 404 624 CS 012 720

Pugh, Sharon; Antommarchi, Carmen
Critical Reading in the Content Areas: Course Handbook. Education L501.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; *Critical Reading; Elementary Secondary Education; Higher Education; *Information Literacy; Inquiry; *Instructional Innovation; Internet; *Learning Strategies; Metacognition; *Thinking Skills
IDENTIFIERS- Directive Teaching; Metaphorical Thought

This handbook presents course information, reading materials, and application research projects for a distance education course that focuses on helping inservice teachers of all grades and subject areas develop a useful set of concepts for fostering their students' critical reading and reasoning abilities. The course described in the handbook is designed to help teachers hone their own thinking skills while providing the basis for planning stimulating learning experiences. Special sections in the handbook provide resources for the high speed travel of the information superhighway and for drawing on specific teaching strategies especially conducive to students' constructive critical thinking. The course aims to engage the student (already a teacher) in constructive learning, which means that the course content includes developed and shared ideas derived from the course's major concepts. "Starting with What We Know" is Part I of the handbook; "Information Literacy" is Part II. Part III is "Conceptualizing Critical Reading and Thinking," while Part IV is "Teaching Strategies: A Resource." The final part, Part V, contains applications across grades and subjects and serves as a "teachers' think tank." (NKA)

ED 404 625 CS 012 721

Smith, Carl B., Comp.; Essex, Christopher, Comp.
What Works? Summary of Research about Teaching Reading. Hot Topic Guide 26. Revised Edition.
PUB DATE- Mar 97
NOTE- 103p.; Some of the accompanying materials may not reproduce legibly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Education; Emergent Literacy; Parent Participation; Phonics; Reading Comprehension; *Reading Instruction; *Reading Research; Reading Strategies; Workshops
IDENTIFIERS- *Reading Uses

One of a series of educational packages designed for implementation either in a workshop atmosphere or through individual study, this Hot Topic guide presents a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of

ED 404 645 CS 215 736

Knutson, Debra S.
Building Bridges: Linguistics, Composition, and Ethos.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Instructional Improvement; Linguistics; Readability; *Reader Text Relationship; Teaching Methods; Textbook Content; Text Structure; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Metadiscourse; *Text Factors; Text Processing (Reading)

For much of this century, text linguists have recognized that various tokens called "metadiscourse" may help explain how texts function. In linguistics, metadiscourse has a more concrete meaning than it typically does in composition: it refers to specific words, phrases, and clauses which are primarily intended to help the reader understand the text, rather than to further the propositional content. Some metadiscourse features--often called text markers--simply add a degree of redundancy to help readers manage the information. Other features guide the audience through the reading process and indicate the author's opinions. Because metadiscourse affects the readability of a text, researchers such as William Vande Kopple complain that metadiscourse is not being satisfactorily addressed in the writing classroom. This may be partially because textbook authors may choose to avoid it. But metadiscourse instruction is important. First students need to see that how they use metadiscourse will affect how they are perceived by their audience. Second, students need to learn to look for the metadiscourse in their texts to discover places where global revisions are needed. The instructor's goal should be to take the metadiscourse theory developed by linguists and refine it so that students can be helped to write more effectively. (Contains 13 references.) (CR)

ED 404 646 CS 215 737

Beason, Larry
A Canon for Argumentation?
PUB DATE- Mar 97
NOTE- 4p.; For a related document, see ED 379 680.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Content Analysis; *Essays; Higher Education; *Persuasive Discourse; *Textbook Content; Textbook Research; *Writing (Composition); Writing Instruction
IDENTIFIERS- Commonality; Literary Canon

Composition teachers are faced with so many writing textbooks on the market that it indeed seems useful to examine them in detail, looking for any distinguishing characteristics as well as commonalities. A content analysis focused on one aspect of the 24 argument texts available: the sample arguments they include. The texts contained a grand total of 1,152 essays, an average of 48 essays per book. Nobody would expect any one

ED 404 665 CS 215 761

Lott, Carolyn, Ed.; Stone, Janet, Ed.
Ease into Writing. Volume 2.
PUB DATE- 97
NOTE- 166p.; For Volume 1, see CS 215 760.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Advertising; Characterization; Childrens Literature; *Class Activities; Intermediate Grades; Lesson Plans; Middle Schools; Newspapers; *Poetry; Research Papers (Students); Secondary Education; Student Journals; Writing Assignments; *Writing Instruction; Writing Processes
IDENTIFIERS- *Process Approach (Writing)

Addressing the expressed needs of the writing community, this book presents writing lessons for intermediate, middle school, and secondary school students that incorporate the 5-step writing process into content areas as a natural part of the curriculum. The 30 lessons in this book involve students in large and small groups and in individual activities, call for minimum teacher preparation, and present successfully proven practices for involving students in writing as a learning tool and as a skill in communication. After an introduction that describes the process approach to writing instruction, lessons in the book address poetry, synonyms, newspapers, daily logs, writing a research paper, literary characters' emotions, advertising, lab reports, legislation, and children's literature. Each lesson presents objectives, materials needed, and advice on each stage of the writing process. Many of the lessons in the book also provide grade level modifications and extension activities. Appendixes present advice on teaching basic skills quickly, and instructions for creating bound books. (RS)

ED 404 666 CS 215 763

Johnson-Feelings, Dianne
Presenting Laurence Yep. Twayne's United States Authors Series, Young Adult Authors.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Adolescent Literature; *Authors; Biographies; Chinese Americans; Chinese Culture; *Fiction; Interviews; *Literary Criticism; Literary Genres; *Literature Appreciation; Secondary Education; *Twentieth Century Literature
IDENTIFIERS- California (San Francisco); *Yep (Laurence)

Taking off from the theme that makes Laurence Yep such a popular and beloved young adult author--the outsider seeking identity and connection in a strange, foreign world--this study of Yep's most important works shows how his experiences as a Chinese American in San Francisco fill his stories with firsthand knowledge of what it is like to be an outsider. The study points out that Yep, through his science fiction, fantasy, and historical and contemporary novels, offers young people strategies for growing up and fitting in. Throughout the study, quotations from interviews with Yep and from his own autobiography illuminate his motivation and inspiration, as do his borrowings from Chinese mythology and his own family

ED 404 685 CS 509 435

Armstrong, Kimberly
Instruction Strategies for the Student with Speech Anxiety.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *Communication Apprehension; Communication Skills; Elementary Secondary Education; Higher Education; *Library Role; Library Skills; Student Research; Teacher Role
IDENTIFIERS- *Communication Strategies

Throughout students' academic careers, they are required to perform a variety of speech-related activities. According to one study, students with demonstrated communication anxiety are less successful academically. Both the instructor and the librarian can contribute to assisting the student with communication anxiety. Using a variety of instructional techniques and providing independent learning opportunities reduces interpersonal interaction while preparing the student for assignments requiring communication skills. Based on a variety of studies on communication anxiety, librarians should provide specific strategies for conducting library research and appropriate reserve material in support of the class curriculum, whether in print or nonprint format. The instructor can provide class time in support of library research, require deadlines leading up to the presentation, and present videotaped examples of previous presentations with suggestions for appropriate presentation style. (RS)

ED 404 686 CS 509 436

Slaight, Craig, Ed.; Sharrar, Jack, Ed.
Short Plays for Young Actors. Young Actors Series.
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Acting; *Adolescent Literature; *Adolescents; *Drama; Scripts; Secondary Education; Student Participation
IDENTIFIERS- Drama in Education; *One Act Plays

This collection of short plays for young actors features a young person's point of view and is intended to be used as a sourcebook by students and teachers. The collection is designed to appeal to a wide variety of theatrical tastes and embraces a variety of styles and themes. Although the unifying factor of the collection is the aforementioned youthful perspective and the fact that every play is only one act, the stories told, as well as the ways in which they are presented, are decidedly different. The plays in the collection were chosen because they are compelling in their writing and passionate in their delivery. Each play's script is prefaced by an author biography and information about the play's original production. Among the authors of plays in the collection are Horton Foote, Thornton Wilder, Edna St. Vincent Millay, Marivaux, and the editors, Jack Sharrar and Brad Slaight. (CR)

ED 404 706 CS 509 458

Giroux, Henry A.
Fugitive Cultures: Race, Violence, and Youth.
PUB DATE- 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Mass Media; Multicultural Education; *Popular Culture; Racial Relations; Sex Bias; Social Influences; *Social Problems; Student Subcultures; Violence; Working Class
IDENTIFIERS- *Critical Pedagogy; *Cultural Studies; Educational Issues; Public Discourse; Youth Studies

This book examines the racist and sexist assault on today's youth which is being played out in the realms of popular and children's culture. The book interrogates the aesthetic of violence in a number of public arenas--talk radio, Disney animation, and in such films as "Pulp Fiction," "Kids," "Slackers," and "Juice,"--and challenges cultural workers and other progressives to help reverse the attack on those who are most powerless in American society, children and adolescents. The book, while affirming that many groups of youth in this country are at risk, aims to reclaim the importance of critical pedagogy as an eminently political discourse and practice. Pointing out that cultural studies is one of the few fields that provides an interdisciplinary approach to youth cultures and popular culture, the book argues for making cultural studies a primary area through which to analyze how youth as a social category is constructed within various contexts and spheres of popular culture. Chapters in the book are as follows: (1) "Race, Violence, and Children's Culture"; (2) "Public Intellectuals and Populist Persuasions"; and (3) "The Way Things Ought Not to Be: Race and National Identity." (NKA)

ED 404 707 CS 509 461

Yungbluth, Stephen C.; Bertino, Sissy
Extending the Borders of Community and Learning with Electronic Mail Discussion Lists.
PUB DATE- Nov 96
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Community Attitudes; Discourse Analysis; *Electronic Mail; Higher Education; Interpersonal Communication; Qualitative Research; Undergraduate Students
IDENTIFIERS- *Discourse Communities; *Listservs

A qualitative study determined the impact electronic mail (e-mail) discussion lists can have on a college classroom. The theoretical concepts explored are "community" and "roles." Community is defined by the boundaries it possesses, the dialogue exchanged, and the people interacting in the community. Roles may be defined by the interactions among people within a given context. The archives of an upper-level

ED 404 726 EA 028 178

Blendinger, Jack; Snipes, Gail
Managerial Behavior of a First-Year Principal.
PUB DATE- Nov 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Education; *Principals; *School Administration; School Supervision; *Time Management

Many people are unaware of how principals invest their time on a day-to-day basis. This paper presents findings of a case study that examined the managerial behavior of a first-year elementary school principal. Data were derived from observation of the principal on two separate days. The findings show that the principal spent a significant amount of time (37 percent) managing by "walking about" on campus. She engaged in many face-to-face encounters with teachers, staff, students, and parents. She also spent a major portion of her time performing administrative tasks and was frequently interrupted. Ten percent of her time was spent in scheduled meetings. (Contains seven references.) (LMI)

ED 404 727 EA 028 221

Kober, Nancy
Private School Vouchers: What Are the Real Choices?
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Finance; Educational Quality; *Educational Vouchers; Elementary Secondary Education; *Equal Education; *Free Enterprise System; Private Education; *Private Schools; *School Choice; State Church Separation

The term "vouchers" encompasses various proposals with the common goal of providing public funding to parents to use toward the costs of educating their children in a private school. This booklet presents an overview of educational vouchers and explains why they are an ineffective and inequitable strategy to improve education. Vouchers ignore the reasons for the creation of American public schools, run counter to the concept of publicly funded services, would create problems of equal access, would draw the higher achieving students from public schools, would divert resources from public schools, would grant private schools benefits while not holding them to the same accountability standards that public schools must meet, do not stimulate educational improvement, and use taxpayer contributions to support religion. The booklet concludes that parents are attracted to vouchers because of legitimate concerns that should not be dismissed, and that educators must make a collective commitment to school reform. (Contains 33 references.) (LMI)

ED 404 728 EA 028 223

ED 404 747 EA 028 250

Daresh, John C.; Playko, Marsha A.
Beginning the Principalship: A Practical Guide for New School Leaders.
SPONS. AGENCY- National Association of Elementary School Principals, Alexandria, VA.; National Association of Secondary School Principals, Reston, Va.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Elementary Secondary Education; *Leadership; Orientation; *Principals; *Professional Development; *School Administration; Self Evaluation (Individuals)
IDENTIFIERS- *Beginning Principals

The most critical variable for school success is the leadership behavior of the school principal. However, the principal's role is becoming increasingly complex. This book offers suggestions for the beginning principal. Each chapter is geared to help new principals develop personal plans for professional development and improvement. Following the introduction, chapter 2 outlines the book's conceptual framework, and chapter 3 discusses the value of developing a clear statement of professional values. The fourth chapter identifies the challenges and demands associated with "being the boss." Chapters 5 through 10 offer advice for assessing one's personal leadership, meeting the expectations for technical and managerial skills, building a personal timeline for professional development, meeting others' expectations, reading the school culture, and developing personal support networks. One table is included. (Contains 36 suggested readings.) (LMI)

ED 404 748 EA 028 251

Paulston, Rolland G.
The Perspectivist Turn in Comparative Education. Occasional Paper Series.
PUB DATE- 12 Mar 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; Critical Theory; *Epistemology; *Heuristics; *Phenomenology; Semiotics; *Social Theories; Visual Learning
IDENTIFIERS- *Postmodernism; *Social Constructivism; Social Mapping

How might comparatists view and image the world as a visual dialogue? How have representations of visual culture in comparative education discourse changed since the 1960s? This paper identifies, types, and maps the scopic regimes of modernity (that is, the technical and critical rationalist, and the hermeneutical constructivist) and postmodernity (that is, the deconstructive perspectivist) found in the field's three leading journals. Using the two axes of mimetic-heuristic and

ED 404 768 EC 305 192

Sayler, Michael, Ed.
Math, Science, and the Gifted Student.
PUB DATE- 96
NOTE- 20p.; Includes only theme-related materials, extracted from serial issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animal Husbandry; Curriculum Development; *Educational Strategies; Elementary Secondary Education; *Gifted; Inclusive Schools; Inventions; *Mathematics Education; *Science Education; Special Schools; *Student Development; *Talent; Talent Development
IDENTIFIERS- Texas Academy of Mathematics and Science

This theme issue of a Texas journal on gifted education contains articles focusing on math and science instruction for gifted students. "Science Education for Gifted Students" (Joyce VanTassel-Baska) discusses what a science curriculum for gifted students should include, what teachers can do to make reform efforts successful, and how to teach mathematics to talented learners. "Young Math Whizzes: Can Their Needs Be Met in the Regular Classroom?" (Ann Lupkowski-Shoplik) provides options for educating mathematically talented students in the regular classroom and discusses issues that regular classroom teachers might encounter. "Nurturing Future Edisons: Teaching Invention to Gifted Students" (Johnathan Plucker and Michael Gorman) describes a project to develop gifted college students' inventive skills. In "Raising Cattle: Gifted Education Comes Alive" (Elaine Gray, Scott Barton, and James Coffey), a middle school program that combines gifted education with the latest practices in modern cattle husbandry is reviewed. "Is it Worth Leaving a Good High School and a Good Home To Go a Long Distance to TAMS?" (Colleen Elam) describes a parent's decision to send her daughter to the Texas Academy of Mathematics and Science (TAMS) and the daughter's experience at TAMS. Some articles include references. (CR)

ED 404 769 EC 305 193

Sayler, Michael, Ed.
Cultural Diversity: Challenges for Gifted Education.
PUB DATE- 96
NOTE- 21p.; Includes only theme-related materials, extracted from serial issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Bilingual Students; Black Students; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Enrichment Activities; Evaluation Methods; *Gifted; Hispanic Americans; Language Minorities; *Minority Group Children; Non English Speaking; Student Evaluation; *Talent; *Talent Development

ED 404 787 EC 305 291

Who Will Teach? Who Will Serve?: A Report to the Field by the Work Forum on a National Personnel Agenda for Special Education and Related Services.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancillary School Services; *Disabilities; Elementary Secondary Education; Higher Education; Personnel Needs; *Preservice Teacher Education; Professional Continuing Education; *Special Education Teachers; Standards; *Teacher Certification; *Teacher Recruitment; *Teacher Shortage; Teacher Supply and Demand; Theory Practice Relationship

This report discusses the outcomes of a work forum of representatives of 10 national organizations concerned with the serious shortage of qualified special education and related services professionals. The forum convened to consider the need for a national personnel agenda. The first section of the resulting report describes the shortage of special education personnel and presents tables projecting the need for special educators and related services personnel in the year 2005. This section also discusses the need for quality in the teacher ranks and for the certification of current special educators. The need for national standards for awarding credentials and for a more diverse teaching population are also highlighted. Signs of progress towards meeting the shortage are identified and an agenda is presented. The second section of the report details strategies for implementing the four areas of the agenda. Strategies are presented for recruitment and retention, professional preparation and continuing professional development, assuring standards for professional preparation and certification, and strengthening the link between knowledge and practice. The report concludes with a statement of the common hope of the organizations that the agenda will be used to address the personnel shortage. (CR)

ED 404 788 EC 305 292

Schrag, Judy A.
Organizational Change within State Education Agencies: Impact on Management and Leadership in Special Education. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Oct 96
NOTE- 49p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Administrative Organization; Agency Role; Disabilities; *Educational Change; Educational Innovation; *Leadership; National Surveys; *Organizational Change; *Special Education; *State Departments of Education

This report analyzes data from a survey of the 50 states and the District of Columbia designed to study changes in organizational structure within state education agencies (SEAs) and the impact of those changes on management and leadership in special education. completed forms were received from 48 SEAs or a 94 percent return rate. The report discusses education

ED 404 805 EC 305 323

A Framework for Evaluating State and Local Policies for Inclusion. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Disabilities; Educational Assessment; *Educational Policy; Elementary Secondary Education; Financial Support; Governance; *Inclusive Schools; Inservice Teacher Education; Mainstreaming; Models; *Policy Analysis; Professional Development; School Districts; Student Evaluation

This issue brief offers principles and guidelines for evaluating educational policies on the inclusion of students with disabilities in general education settings. Special education's development into an increasingly separate system since 1975 is noted, as is the continuing influence of policies that segregate students by disability. The brief proposes a framework for a standards-based, system-wide reform. Six major policy goals are discussed: (1) curriculum (use of the same student standards for all students); (2) assessment (provision of testing accommodations, adaptations, and alternative assessments when needed); (3) accountability (inclusion of all students' achievement data in assessment data); (4) professional development (requirements for training in adapting instruction and curriculum); (5) funding (linking of various streams of education funding); and (6) governance (uniting of lines of authority and administrative structures so leaders feel responsible for all students). Specific questions are suggested for policy makers and practitioners at both the state and school district levels concerning each of these six areas. A table summarizes the framework, including both general policy goals and inclusive policy objectives, and criteria for each of the six areas. (DB)

ED 404 806 EC 305 324

Gallagher, James
The Million Dollar Question: Unmet Service Needs for Young Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consultation Programs; *Delivery Systems; *Disabilities; *Early Intervention; *Family Programs; Focus Groups; Human Services; Models; *Needs Assessment; *Parent Attitudes; Preschool Children; Preschool Education; Services; Therapists; Therapy
IDENTIFIERS- *Service Providers

Parents (N=58) of young children with disabilities and their service providers attended 18 focus group sessions where they

ED 404 824 EC 305 345

The Coping Project: Outreach Training Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Dec 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Coping; Cultural Awareness; Decision Making; *Disabilities; Early Childhood Education; Early Intervention; Family Programs; Individualized Education Programs; *Inservice Teacher Education; Models; *Outreach Programs; *Parent Education; Parent Teacher Cooperation; Program Effectiveness; Skill Development; *Technical Assistance

This final report describes a 16-state project designed to enhance the coping effectiveness of young children with special needs and to support their families through training and technical assistance. The project had validated models, products, and training procedures to expand the adaptive behavior and resilience of children with limited coping resources. In collaboration with the lead agency and/or department of education, a state training plan was developed which described the outreach activities to be conducted within each state. The project's primary objective was to provide training to parents and professionals through awareness activities, on-site workshops at early intervention and preschool programs, and specialized training and technical assistance. Unique features of the project included: (1) an intervention frame of reference based on a theoretical model of the coping process; (2) a personalized decision-making model that was used to foster parent-professional collaboration in the development of a functionally oriented education plan; and (3) a proven service approach that was responsive to families of diverse economic and cultural backgrounds and was tailored to meet the needs of children with a wide range of disabling or at-risk conditions. An appendix includes a list of sample training activities. (Contains 14 references.) (Author/CR)

ED 404 825 EC 305 346

Fenichel, Emily, Ed.
The Development of Memory and Creativity in Very Young Children .
PUB DATE- Jan 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Development; *Creativity; Cultural Differences; *Developmental Stages; Infants; *Memory; Pain; Parent Influence; Recall (Psychology); Retention (Psychology); Story Telling; Symbolic Learning; Toddlers

This theme issue explores the development of memory and creativity in very young children. The first article, "The Guy Who Went Up the Steep Nicken: The Emergence of Story Telling during the First Three Years" (Susan Engel), describes the developmental stages of children's story telling. The reasons children tell stories and strategies for encouraging story telling are provided. "Shrinking Trolls and Expanding Minds: How Very Young Children Learn To Understand and Use Symbols"

ED 404 842 FL 021 662

Krippes, Karl A.
Kazakh (Qazaq-) Grammatical Sketch with Affix List.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affixes; Alphabets; Foreign Countries; *Form Classes (Languages); *Grammar; *Language Patterns; Non Roman Scripts; *Phonology; Spelling; *Uncommonly Taught Languages
IDENTIFIERS- *Kazakh

Facts on the grammar of Kazakh, spoken in Kazakhstan, are presented. They are intended as a guide, not an instructional text. Information is presented in the form of notes and word lists on the following topics: orthography (the Cyrillic alphabet, spelling reform, stylistic and dialectal alternations, common misspellings, and homographs); phonetics and phonology (vowel system, diphthongs, consonant system, word stress and vowel length, and phonological changes); parts of speech (nouns, postpositions, numerals, adverbs, pronouns, and verbs); conjunctions; derivational morphology (denominal and deverbal adjectives); and interjections. A brief list of references and a list of inflectional and derivational affixes are included. (MSE)

ED 404 843 FL 021 673

Clijsters, W.
Le francais en Flandre (French in Flanders).
PUB DATE- 93
NOTE- 7p.
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Elementary Secondary Education; Foreign Countries; *French; Geography; Higher Education; *Language Attitudes; *Language Role; Language Usage; *Multilingualism; Regional Characteristics; Second Language Instruction; *Second Languages
IDENTIFIERS- *Belgium (Flanders)

The role of the French language in Flanders, a region of Belgium, is described. First, the region's characteristics are summarized, including its size, population, language distribution, economy, exports, and vacation migration patterns. Next, Belgium's overall linguistic situation, in which each of three regions has its own language, is outlined and attitudes toward the French language are considered. It is suggested that motivation for learning French in Flanders is more professional than social or cultural. However, fewer people are passing the standardized French examination, and French is ranked third in popularity as a second language, after English and German. French language instruction in Flemish elementary, secondary, and postsecondary education is described briefly, and the language's current status in Flemish society as a whole is sketched. It is concluded that while French language instruction is not inferior to that of other major languages, the motivation to learn it appears to have declined in favor of English, which does not carry the same historical or cultural connotations. It is proposed that if the

ED 404 863 FL 024 424

Xiaoqing, Liao
A Brief Introduction to the Communicative Language Teaching.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Educational Strategies; Foreign Countries; Instructional Materials; Language Skills; Linguistic Theory; Second Language Instruction; *Second Languages; Skill Development; Student Role; Teacher Role

The communicative language teaching approach is described, its theoretic history is reviewed, and classroom techniques are presented. The origins of the approach are found in research on the development of linguistic competence. Characteristics of the approach include: the goals of language use for communication; use of real-life communicative situations in classroom learning; emphasis on two-way communication; sufficient exposure to the target language; and development of all four language skills (listening, speaking, reading, writing). Links between linguistic and communicative competence are explored, and it is concluded that both are required, and must be taught, for effective communication. The roles of learner, teacher, methods, and materials in the communicative learning process are outlined. The teacher acts as manager of learning activities, advisor during activities, co-communicator, motivator, and evaluator. The student's role is primarily as communicator. Instructional materials serve to promote language use. Classroom procedures are both pre-communicative and communicative, and a combination of both conventional and communicative classroom techniques is advised. Four types of communicative activities (social formulas and dialogues, community-oriented tasks, problem-solving activities, role plays) are described and examples are offered. Contains 21 references. (MSE)

ED 404 864 FL 024 426

Dudney, Grazyna; And Others
How To Increase Your Teaching Effectiveness Immediately--No Joke!
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (29th, Anaheim, CA, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Classroom Techniques; Cognitive Psychology; French; German; *Instructional Materials; *Material Development; Second Language Instruction; *Second Languages; Spanish; *Teacher Effectiveness

Adults differ from traditional-age college students in that they are self-directed, they have a rich bank of experiences upon which to draw in learning, they are ready to learn, and they value competence. Adults may learn equally well by performing different learning tasks. Second language learning activities and instructional materials can be adapted to meet these

ED 404 884 FL 024 461

Habermann, Mary Jean
Binational Teacher Development: Teacher Ambassador Exchange Program, New Mexico, USA and Nuevo Leon, Mexico.
PUB DATE- Feb 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Albuquerque, NM, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; International Cooperation; International Educational Exchange; International Programs; Literacy Education; *Multicultural Education; Program Descriptions; Program Evaluation; Spanish Speaking; State Programs; *Teacher Education; *Teacher Exchange Programs
IDENTIFIERS- *Mexico (Nuevo Leon)

The report describes the rationale for and history of an exchange program for Nuevo Leon (Mexico) and New Mexico bilingual education teachers. The program evolved from the need to help Spanish-speaking students maintain their own language and culture while in the United States. New Mexico's state policy concerning language-minority children and second language learning is traced from the first bilingual education policy statement in 1968 to standards for bilingual education and second language skills set in 1996. The general design of state-mandated bilingual multicultural education programs is also outlined. Policy developments emerging from an October 1991 border conference organized by the U.S. and Mexican departments of education are chronicled through the implementation of the second teacher exchange program in 1996. The exchange itself involves an orientation, teacher preparation of three mini-workshops (comments on home community and students, strategies for teaching English as a Second Language, and the New Mexico educational system) to be presented to their Mexican colleagues, and a paired exchange in which 12 New Mexico teachers and their Mexican teacher-partners live in each other's home and teach together for 2-week periods. Teacher responses to the program are summarized, and support materials are appended. (MSE)

ED 404 885 FL 024 462

Kuntz, Patricia S.
Language Institutes in Sana'a, Yemen.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Education; Arabic; Comparative Analysis; Curriculum Design; Foreign Countries; Institutional Characteristics; *Instructional Materials; *Language Teachers; Program Descriptions; Salary Wage Differentials; *Second Language Programs; Student Costs; Student Educational Objectives; *Teacher Characteristics;

of Goal Setting and Two Methods of Goal Origin in Transfer of Time Management Training to the Job" (Langston); "The Roles Consultants Play in Problem Solving Activities in Human Resources Development Settings" (Londoner); "A Conceptual Systems Approach Model for Collaborative Consulting in Human Resource Development" (Londoner); "Reading Manuals of Industry: Are They a Hazardous Material?" (Martin); "Learning in Context: Creating the Learning Organization" (Paprock); "Mentorship as a 21st Century Paradigm for Enhanced Individual Development with Human Resource Development Programs" (Sanders, Lee); "Workplace-Reasonable Accommodation Training" (Seifert); "Modeling Argyris' Action Science" (Shindell); "Exploring the Impact of Human Factors Technology in Human Resources Development" (Tesoro); and "Women Academics and Their Careers: The Impact of Creativity" (Yakimovicz, Ingram). Most of the articles contain references. A list of presenters' names and addresses is included. (KC)

ED 404 436 CE 067 007

Literacy for Health: Improving Health in the Inner City. Final Report and Curriculum Modules.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 7 Feb 94
NOTE- 202p.; Some pages are printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Programs; Blacks; *Curriculum Development; Curriculum Evaluation; Functional Literacy; Fused Curriculum; Health Materials; *Health Promotion; *Inner City; *Interdisciplinary Approach; Learning Modules; *Literacy Education; Partnerships in Education
IDENTIFIERS- African Americans; *Illinois (Chicago)

The Literacy for Health program was a yearlong project to develop and test a curriculum combining literacy skills and health knowledge to help young inner-city adults develop the literacy skills needed to interpret written health information and gain the information needed to maintain their health. The project was a partnership between health educators and literacy specialists in Chicago. An eight-unit curriculum was developed and tested with 89 young, low-income African American female clients of four programs: a multisite social service center, a social service center for public housing residents, a home for unmarried mothers, and alternative high school for students who have either dropped out or chosen to leave high school for various reasons (such as poor academic performance, pregnancy, and behavioral problems). Included in the curriculum were units on the following topics: nutrition for health and economy; human development; parenting for healthy outcomes; dealing with stress, social isolation, and family violence; human sexuality; acquired immune deficiency syndrome and other sexually transmitted diseases; problems of safety; and accessing and using health care and health information. The curriculum was received favorably by teachers and students alike and is still being taught in the target community. Included in each unit are lesson plans (containing objectives, a list of materials, and learning activities) and some or all of the following: vocabulary lists, checklists, student handouts, worksheets, and tests. (MN)

Education; Distance Education; *Educational Practices; Educational Technology; Experiential Learning; Extension Education; High School Equivalency Programs; Instructional Systems; Literacy Education; *Military Personnel; *Military Training; Networks; *Partnerships in Education; Prior Learning; Program Effectiveness; Program Evaluation; Standardized Tests; Student Financial Aid; Systems Approach; Tuition Grants; Veterans Education; Work Experience Programs
IDENTIFIERS- General Educational Development Tests; G I Bill; *Servicemembers Opportunity Colleges Program

The U.S. military has made numerous important contributions to the development of adult and continuing education. As in civilian adult education, military innovations in education have consistently used workplace learning. The educational benefits produced by the GI Bill democratized education by exploding the myth that "common" people did not belong in college and by serving as a model for employer-supported human development through education. The military pioneered the use of standardized testing for screening purposes and has developed batteries of tests for screening vocational aptitude and basic academic skills. The General Educational Development testing program, which grew out of the military's extensive experience with testing, is now recognized by employers and institutions of higher learning nationwide. Other areas where the military has made major contributions to the fields of adult and continuing education include the following: documentation/recognition of learning acquired outside the classroom and integration of learning in traditional degree programs; distance education; off-campus college programs; instructional systems development; competency-based education; articulation of civilian and military education through the Servicemembers Opportunities Colleges program; advanced instructional technologies; and program evaluation. (The bibliography contains 46 references. Appended are excepts from the 1947 publication, "The Armed Services and Adult Education" by Cyril O. Houle et al.) (MN)

ED 404 455 CE 073 364

Walker, Thomas J.; And Others
Work-Based Mentor Training for Pennsylvania's School-to-Work System. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 30 Sep 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Cooperative Programs; Course Content; Course Descriptions; *Curriculum Development; *Educational Needs; *Education Work Relationship; Institutional Cooperation; *Mentors; *On the Job Training; *School Business Relationship; Secondary Education; State Programs
IDENTIFIERS- *Pennsylvania

Three Pennsylvania universities focused on defining the functional role and identifying the training needs of work-based mentors for Pennsylvania's system of school-to-work transition, in order to design a training protocol. Interviews were conducted with 81 experienced employees concerning their view of the mentoring role and the activities that experienced mentors perceive to be important for proteges to succeed at work. The mentoring expectations of the experienced workers included the provision of the following: (1) technical instruction; (2) broad-based occupational instruction; (3)

inability to admit needing help; sense of social valuelessness; social isolation; fear of failure; proneness to victimization; lack of education; stress; alcoholism; unemployment; and lack of physical space. Next, the differences between normal, situational, secondary, and primary depression are explained along with recognized cognitive treatments for depression. Goal-setting activities and group activities that are based on the techniques underlying the cognitive treatment of depression and that are designed to facilitate development of self-directed learning readiness are outlined and discussed within the context of social exchange theory and loss and attachment theory. In the paper's conclusion, some successful applications of the approach of using self-directed learning as a way of mitigating the psychosocial problems associated with marginal living and/or homelessness are highlighted. (MN)

ED 404 474   CE 073 413

Bragg, Debra D.
Educator, Student, and Employer Priorities for Tech Prep Student Outcomes.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Concept Mapping; *Educational Attitudes; Educational Trends; *Employer Attitudes; High Schools; Integrated Curriculum; *Outcomes of Education; Postsecondary Education; Program Evaluation; Research Methodology; *Student Attitudes; *Tech Prep; Two Year Colleges; Vocational Education

A study used concept mapping to identify, classify, and prioritize student outcomes for use in building a foundation for evaluating tech prep programs. The study involved 61 stakeholders from 3 stakeholder groups: 24 educators, 18 students, and 19 employers, who rated 98 student outcomes statements gleaned from educational literature on tech prep and school reform. Results showed the three stakeholder groups gave high priority to a wide array of student outcomes, which were clustered into a concept map showing nine clusters, ranked in the following order: (1) personal attributes, attitudes, and employability skills; (2) school-to-work transitions; (3) technology and quality management; (4) information use and decision making; (5) work and interpersonal relationships; (6) educational attainment; (7) communications; (8) mathematics and science; and (9) democratic and participatory strategies. Educators and students gave higher priority than employers to educational attainment outcomes, whereas employers gave slightly higher priority to vocationally oriented outcomes. The study can be used as a model to investigate other stakeholder groups' attitudes toward tech prep outcomes. (Contains a list of 59 references, and two appendices: student outcomes by classification in the literature, and a comparison of mean rating and bridging values for outcomes statements by cluster and stakeholder group.) (KC)

ED 404 475   CE 073 414

Dougherty, Barbara; Ellibee, Margaret
Curriculum Quality Standards for School-to-Work: A Guidebook.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

design describes the four educational content areas from which it was developed (career development assessment, curriculum-based vocational assessment, community-referenced assessment, and work habits assessment) and four developmental growth strands woven into the content areas (cognition, thinking, affective, and psychomotor). A parent information sheet is provided. The portfolio is divided into the four educational areas. A Transition Portfolio form summarizes the content areas and establishes goals similar to the individualized education program (IEP) form used by Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth ideas to be assessed and developed. The portfolio consists of the following: (1) forms for four marking periods on which to identify level of attainment of goals, to plan for achievement of goals, to describe progress on goals, to list best works, and to make teacher comments and suggestions; (2) vocational curriculum-based assessment inventories for construction, sales and service, and manufacturing, repair, and restoration; (3) inventories for computer, study, and problem-solving skills; (4) community-referenced competency scales; (5) performance work habit rating form; (6) learner career data sheet; and (7) career experiences rating form. (YLB)

ED 404 492 CE 073 441

Kodz, J.; And Others
Employers' Use of the National Record of Achievement. IES Report 328. Manpower Commentary Series.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Credentials; Educational Needs; *Employer Attitudes; Foreign Countries; *Information Utilization; National Surveys; Needs Assessment; Personnel Evaluation; Personnel Selection; *Portfolios (Background Materials); *Records (Forms); Recruitment; Resumes (Personal); Staff Development; Tables (Data); Training
IDENTIFIERS- Employer Surveys; *National Record of Achievement (United Kingdom); *United Kingdom

The National Record of Achievement (NRA) is a standard folder containing information sheets that allow individuals in the United Kingdom (U.K.) to summarize their achievements and manage their learning and development in a nationally recognized format. Employer awareness and use of NRAs was examined through a telephone survey of 487 U.K. employers and 20 in-depth follow-up interviews. Overall, 62% of employers surveyed who knew about NRAs had used them. Employers who regularly recruited young people and employers involved with Investors in People were most likely to have a good understanding of NRAs. NRAs were generally used to complement rather than replace other recruitment methods and were most often used to aid discussion at job interviews. Most employers assessed training and development needs through performance appraisals and formal reviews. When NRAs were used, it was in addition to other mechanisms for reviewing/planning training and development. NRAs were not perceived as being particularly helpful in planning training. Approximately one-third of employers not using NRAs stated that they might use them in the future. NRAs were seen as a way for young people to capture school-age achievements but were not considered appropriate documents for adults to present to prospective employers.

them to hard physical labor. The following aspects of work camps are examined in detail: origins of contemporary public training policy (unemployment and learning through labor, unemployment and social policy, work camps in public memory); work as punishment and Utopia (labor colonies before and after 1918); transformation of training after the First World War (changes in government policy, women wartime workers, veterans, juvenile training); education for imperial and countryside settlement; transference policy and the work camps; life inside the camps (recruitment, government, free time, and placement); women and the domestic paradigm (service and education, Central Committee on Women's Training and Employment, home training centers); protest and resistance; differing approaches to the pedagogy of labor in Canada, Germany, the United States, and elsewhere; and labor in the historiography of adult education. Contains 152 references. (MN)

ED 404 510 CE 073 518

FEDA's 2020 Vision: Why We Need a Credit-Based Qualifications System.
PUB DATE- 96
NOTE- 9p.; For the Dearing review, see ED 403 388.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Credits; *Employment Qualifications; Foreign Countries; Lifelong Learning; Models; Position Papers; Postsecondary Education; *Student Certification; *Systems Approach; Vocational Education
IDENTIFIERS- *Further Education Development Agency (England), General National Vocational Qualif (England); National Record of Achievement (United Kingdom); National Vocational Qualifications (England); *United Kingdom

A credit-based qualifications system within the framework proposed in the Dearing "Review of Qualifications for 16-19 Year Olds" could enhance the United Kingdom (UK) qualification system in the 21st century. The United Kingdom currently has over 14,000 qualifications and more than 100 awarding bodies, which makes it difficult to compare qualifications and address areas of overlap and duplication. The key steps in building a credit framework are as follows: (1) each qualification/award will consist of units, where each unit is an agreed set of learning outcomes; (2) all units will be assigned to one of four levels within the post-14 education system (and three levels for higher education and professional qualifications); and (3) the "credit value" of units will be formed by coordinating the notational learning time set for learners to achieve each unit's learning outcomes. The value and level of units achieved by learners will be indicated on a nationally recognized credit transcript that could serve as the front sheet of the new National Record of Achievement and be used by admissions tutors and employers. The proposed credit-based qualifications system will offer important benefits to learners, education and training providers, employers, and the United Kingdom as a whole. (MN)

ED 404 511 CE 073 519

Sadler, Jackie; Reisenberger, Anna
On Course for Next Steps: Careers Education and Guidance for Students in FE.
SPONS. AGENCY- Department for Education and Employment, London

Histories; Office Occupations Education; On the Job Training; Recordkeeping; *Secretaries; Teaching Methods
IDENTIFIERS- Missouri

The first component of this three-part package is a student manual designed to be used independently in secondary health occupations programs or on-the-job training programs for administrative medical assistants. The manual contains six units that cover the following topics: introduction to administrative medical assisting, communication skills, safety, office management techniques, medical records, and insurance and finance. Units are organized in lessons, which contain lesson objectives, key terms, content information, illustrations, and activity sheets. Each unit has a written evaluation to test students' knowledge and skill sheets that provide a record for mastery of the steps of procedure for each skill. A unit checklist located at the end of each unit provides a method for keeping track of activity sheets, clinical and laboratory activity sheets, skill sheets, and written unit evaluations. The second package component, the instructor key, provides answers to the activity sheets and unit evaluations. The third package component is a one-page student competency record. Contains 12 references and a glossary of 76 terms. (KC)

ED 404 529 CE 073 548

Heckman, Karen; Noirfalise, Pat
Dental Aide. Student Manual and Instructor Key. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 95
NOTE- 299p.; Test sheets (unit evaluations and skill sheets) are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; Competence; Competency Based Education; Course Content; Curriculum Guides; *Dental Assistants; *Dentistry; High Schools; Job Skills; Learning Activities; Occupational Safety and Health; Office Occupations Education; On the Job Training; Secretaries; Teaching Methods
IDENTIFIERS- Missouri

The first component of this three-part package is a student manual designed to be used independently in secondary health occupations programs or on-the-job training programs for dental assistants. The manual contains seven units that cover the following topics: introduction to dentistry; basic office procedures; infection control and occupational safety; basic anatomy of the oral cavity; operative equipment; dental radiology; and basic laboratory procedures. Units are organized in lessons, which contain lesson objectives, key terms, content information, illustrations, and activity sheets. Each unit has a written evaluation to test students' knowledge and skill sheets that provide a record for mastery of the steps of procedure for each skill. A unit checklist located at the end of each unit provides a method for keeping track of activity sheets, clinical and laboratory activity sheets, skill sheets, and written unit evaluations. The second package component, the instructor key, provides answers to the activity sheets and

and global levels lie in factors associated with a very low level of economic development and insufficient environmental awareness caused by a lack of education. Environmental education becomes a cornerstone of public awareness about the environment and the solution and prevention of its problems. If sustainable development is to be achieved, all levels of the educational system must be radically reformed to incorporate environmental education. Distance education has a great sociological justification as it can help in extending and equalizing educational opportunities. Justification for the introduction of new educational technologies might be found in areas such as environmental education where there is a shortage of trained and qualified teachers or where the subjects demand visual presentation that a teacher cannot offer. Through the use of new communications technologies, access to good educational programs can greatly be extended to large audiences in rural and remote areas with tremendous flexibility in subject matter content. A multidimensional approach should use schools, radio, television, nonformal education centers, newspapers, community assemblies, nongovernmental agencies, business chambers and trade associations, and unions. Environmental issues that should be addressed through distance education are soil erosion, emissions of greenhouse gases, declining wildlands, pollution, rapid urbanization, and solid wastes. (YLB)

ED 404 548   CE 073 591

Brown, Bettina Lankard
Skill Standards: Job Analysis Profiles Are Just the Beginning. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; *Academic Standards; Annotated Bibliographies; Competence; *Competency Based Education; Educational Change; Educational Needs; *Educational Trends; Education Work Relationship; Elementary Secondary Education; *Employment Qualifications; *Job Analysis; Models; Pilot Projects; School Business Relationship; Trend Analysis; *Vocational Education
IDENTIFIERS- National Standards

Concerns over the quality of education in the United States and the increasing demands of international competition have resulted in increased calls for the development and implementation of industry-based skill standards. A series of 22 pilot projects that were initiated by the National Skills Standard Board to strengthen the education-employment connection through industry-based skill standards demonstrated that traditional job analysis processes are effective in identifying sets of skills required for given jobs or occupations. However, concern was expressed regarding the failure of the skill components framework to reflect the broader, more professional roles of workers, and a professional model framework requiring integration of advanced generic skills with industry-related skills was proposed instead. Among the other major concerns that have been raised regarding the feasibility of a national skills standards system are the occupations instructors in implementing their health occupations programs. It contains two types of materials: informational topics and sample forms, letters, memos, and other materials. The manual begins with an overview of the health occupations education program, followed by these seven sections: (1) program organization--information and tools that can be used in organizing the program, such as a teaching calendar, student handbook, and program syllabus; (2) marketing and pre-enrollment--ideas for marketing the programs, enrollment forms, and tips for creating a brochure; (3) orientation--forms instructors need at the beginning of the school year, such as memos to parents, parent consent forms, and tuberculosis test forms; (4) clinical rotations and job shadowing--tools to help make the job shadowing and clinical rotations better and smoother, such as cooperating agreements, hospital tour journal, and evaluation reports; (5) end of the year--forms to prepare students for Certified Nurse Assistant testing, applying for scholarships, and creating resumes, and program evaluation tools; (6) program enhancement--supplemental learning activities, student recognition ideas, and tips for instructors; and (7) resource bank--addresses, telephone numbers, and contacts for resources, including book publishers, educational materials vendors, guest speakers, and health occupations resource agencies. (KC)

ED 404 567   CE 073 631

Shmerling, Leah
Communication in the Workplace.
PUB DATE- 96
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Business Communication; Communication (Thought Transfer); Communication Problems; *Communication Skills; *Competence; Competency Based Education; Expressive Language; Foreign Countries; Interpersonal Competence; *Job Search Methods; Learning Modules; Nonverbal Communication; Organizational Development; Team Training; Teamwork; Units of Study; Verbal Communication; Work Environment; Workplace Literacy; Writing Improvement; Writing Instruction; Writing Skills
IDENTIFIERS- TAFE (Australia)

Based on the National Communication Skills Modules taught at the TAFE (Technical and Further Education) level in Australia, this book is designed to enhance written and oral business communication skills. It covers interpersonal skills, teamwork, and presentation skills in six chapters on the following topics: workplace communication, writing workplace documents, dealing with conflict, negotiation skills, team building and work team communication, and job-seeking skills. Each chapter is written as a learning module that is divided into two to four learning outcomes, or units of study. Each unit is structured into the following elements: introduction (purpose, learning outcomes, performance criteria); discussion of the subject matter; skills required; attitude required to attain the specific learning outcome; assessment profile to demonstrate competency; and competency attainment checklist and competency validation to be completed by trainer and learner. Exercises and assessment tasks are included in each unit. Learning activities include theoretical frameworks, experiential learning techniques, individual exercises, group work, and discussions. (KC) decisions. A premise of PIE is that experiences which form the basis for career exploration can come from any aspect of life. A collaborative working relationship between counselor and client must be maintained throughout the process. The number of experiences to be analyzed varies, depending on motivation level and the amount of time available. Typically, the analysis would not extend beyond two or three experiences. Steps in conducting PIE involve asking the client to think about some activity from leisure, education, or work, which is particularly enjoyable. The client then describes in detail the positive and negative aspects of the activity. After a full discussion, the client then considers the types of patterns suggested by the information. At this point, the counselor can provide some input and reframe the discussion. Finally, the counselor and client can connect the above information and analyze career themes. PIE encourages clients to engage in activities which provide insights and which promote ongoing self-analysis. (RJM)

ED 404 586 CG 027 037

Redekopp, Dave E.; And Others
Creating Self-Portraits. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Counseling; *Career Development; *Career Planning; *Careers; Counseling Techniques; Individual Development; Models; *Self Concept; Vocational Interests
IDENTIFIERS- ERIC Digests; Self Awareness; Self Definition; Self Explanation Strategies

Creating Self-Portraits is an individual and/or group career development tool designed to assess without testing. Researchers have found that testing can be counter-productive; once clients were labelled, they frequently stopped self-examination. A tool was needed that would help people understand themselves in a way that would encourage further self-exploration in a detailed and broad manner, and in a way which accommodated change over time. Creating Self-Portraits guides clients in self-examination using four aspects: (1) Meaning (values, beliefs, interests, and barriers to meaning); (2) Outcomes (the components of a dream or future vision); (3) Activities (including preferred, past, and needed); and (4) Tools/techniques (including skills, knowledge, and attitudes). A semi-structured interview format is used to explore each area. Responses are laid out in four columns on a large sheet of paper. Each aspect is carefully analyzed so that items of fundamental importance are uncovered. Rigorous evaluations of Creating Self-Portraits have not yet been completed. However, clients report that they enjoy and feel motivated by the process. The self-portrait is a living document that keeps pace with the client's changing perceptions of self, and, as such, provides a blueprint for career-planning. (RJM)

ED 404 587 CG 027 038

Banister, Elizabeth
Ethnographic Questioning in the Career Counseling Interview. ERIC Digest.

communication problems and offers suggestions for closing the gap between these two groups. Seven statements, which outline some of the sources of potential conflicts between faculty and student services workers, are used to generate discussion: (1) Each group has different goals for their interactions with students; (2) There are different hiring procedures, salary charts, and tenure requirements for each group; (3) There is a hierarchy in most educational institutions; (4) Territoriality is an important issue; (5) There is often a lack of contact between faculty and student services personnel; (6) There is a lack of knowledge about what the other side actually does; and (7) The biggest problem is a lack of communication between the groups. Twelve suggestions that student services personnel can employ for improving relations with faculty are given, which include: find faculty allies, participate in faculty orientation and faculty development, and keep faculty informed of events in student services. (RJM)

ED 404 606   CG 027 577

Wright, Dan; And Others
A Comparison of Two Sociometric Techniques with Parent and Teacher Ratings of Social Skills and Problem Behaviors.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Children; *Comparative Analysis; Grade 5; Grade 6; Intermediate Grades; *Interpersonal Competence; Peer Acceptance; *Peer Evaluation; *Rating Scales; Social Development; Socialization; *Sociometric Techniques

Peer relationships represent a strong determinant in the development of prosocial behavior. This study compared the relationship of two sociometric methods (a peer nomination and a peer assessment technique) with parent and teacher ratings of social skills and problem behaviors. A peer nomination technique was used to determine the social status of children as reported by 101 students in grades 5 and 6. Teachers and parents of the children were also asked to provide their impressions of the students. In reviewing the results, "Most Liked" and "Social Preference" scores correlated positively with parent and teacher ratings of "Social Skills," and negatively with teacher ratings of "Problem Behaviors." Teacher ratings yielded more consistently significant correlations with results from peer assessment than did parent ratings. It appeared that parent ratings of problem behaviors seemed less related to the peer assessments than did parent ratings of social skills. Researchers also found that academic success is inconsistent with peer ratings of negative behaviors and strongly involved in selection of social favorites. It is hoped that this study will offer encouragement for the further development and use of peer assessment. (RJM)

ED 404 607   CG 027 578

Berson, Judith S.
Student Perceptions of the Intercollegiate Athletic Program at a Community College.
PUB DATE- Feb 96
NOTE- 29p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (78th, Atlanta, GA, March 13-16, 1996).
LANGUAGE- English

research about teaching reading. The Hot Topic guide contains guidelines for workshop use; an overview of research-based guidelines for teachers and parents about teaching reading (parent involvement, emergent literacy, phonics, comprehension strategies,and the teacher's belief that all children can learn); and 7 articles (from scholarly and professional journals) and ERIC documents on the topic. A 68-item annotated bibliography of items in the ERIC database on the topic is attached. (RS)

ED 404 626 CS 012 722

Applebee, Arthur N.; And Others
Who Reads Best? Factors Related to Reading Achievement in Grades 3, 7, and 11. The Nation's Report Card.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Family Environment; Grade 3; Grade 7; Grade 11; High Risk Students; Independent Reading; *Reading Achievement; Reading Habits; *Reading Instruction; Reading Research; *Student Attitudes; Teacher Behavior; Teaching Methods
IDENTIFIERS- National Assessment of Educational Progress

Describing the characteristics and attitudes of a nationally representative sample of 36,000 students in grades 3, 7, and 11, this report details the specific features of reading instruction, how students approach their reading tasks, student reading experiences, and the home and school supports to academic achievement. The report is based the National Assessment of Educational Progress's (NAEP) 1986 assessment of the reading achievement of American schoolchildren. It does not discuss trends over time as many NAEP reports do. Major findings of the report are: (1) students at all three grade levels had particular difficulty with tasks that require them to elaborate upon or defend their evaluations and interpretations of what they read; (2) poor readers reported doing less independent reading than good readers; (3) students reported that their teachers used a variety of instructional approaches to reading instruction; (4) poor readers reported that their teachers used a narrower range of approaches than were used with better readers; (5) poor readers reported using a narrower range of strategies than good readers; (6) students from historically at-risk populations continued to perform poorly relative to the national population at each grade level; and (7) reading proficiency was related to students' general literacy experiences. A procedural appendix is attached. (RS)

ED 404 627 CS 012 723

Guthrie, John T., Ed.; Wigfield, Allan, Ed.
Reading Engagement: Motivating Readers through Integrated Instruction.
PUB DATE- 97
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and

essay to be found in every book, but it seemed sensible to expect overlap. However, the overwhelming majority of essays appeared just once. A mere 61 of the 1,152 essays (5.3%) appeared more than one time. Only seven appear in more than four textbooks. A number of political, pedagogical, and marketing reasons explain why these seven essays appear relatively often, but the fact remains that these essays, especially the top three, are likely to be treated as models of argumentation. A closer look at their commonalities might shed some light on what is valued in terms of argument. The essays have much in common, such as a clear stance on a controversial issue, considerable support for the author's position, and a grounding in a specific context and exigency. Four common traits are worthy of analysis because they are not as obvious: (1) tone or ethos; (2) style; (3) multiplicity; and (4) rights and responsibilities. It does not appear that textbook writers have decided on a canon for arguments, but this may be a healthy sign of diversity. (TB)

ED 404 647 CS 215 738

Petersen, Lissa
Engaging the Faculty: A Successful Strategy.
PUB DATE- Sep 95
NOTE- 11p.; Paper presented at the Annual International Writing Center Conference (2nd, St. Louis, MO, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Higher Education; Interdisciplinary Approach; Tutoring; Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Laboratories; Writing Processes; *Writing Workshops
IDENTIFIERS- *Claremont Univ Ctr and Grad Sch CA; *Faculty Attitudes

One professor's motives in organizing writing workshops with panels of faculty members talking in their fields about writing issues were both political and philosophical. As director of the writing center at the Claremont Graduate School, in 1993 she feared that with latest round of budget cuts the writing center was in danger of elimination. Concern was growing that too many professors were perceiving the writing center as only a remedial and editing service. To remove the stigma of remediation from the center a sense of "a community of writers" among the professors and students was created. Professors were encouraged to promote the center to their students, all kinds of students, not just the weakest ones. Out of discussions with professors and administrators came the idea of "Talking about Writing Workshops," where 3 or 4 faculty members would speak to students in their discipline about what they do when they write and what they look for in student writing. A synthesis of what professors have said at these workshops shows a consensus among professors from all disciplines. Their advice is strikingly similar to Maxine Hairston's definition of good writing: "Good writing is writing that succeeds in saying something worthwhile to a specific audience for some purpose." These writing workshops have not only helped the writing center politically; they have also assured its tutors that they know what they are doing, that they can effectively tutor a student in economics and other fields. (TB) history. Some of Yep's books discussed in the study are "Dragon of the Lost Sea," "Sweetwater," "The Serpent's Children," "The Mark Twain Murders," "Shadow Lord," "Child of the Owl," "The Ghost Fox," "Rainbow People," "Tongues of Jade," and many more. Appendixes note awards and honors won by Laurence Yep and contain articles written by Yep about his fiction. A selected bibliography is attached. (NKA)

ED 404 667 CS 215 764

Schiwy, Marlene A.
A Voice of Her Own: Women and the Journal-Writing Journey.
PUB DATE- 96
NOTE- 393p.; Foreword by Marion Woodman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Expression; Diaries; *Females; Individual Development; *Journal Writing; *Self Expression; Womens Studies
IDENTIFIERS- Healing Effect; *Personal Writing; *Voice (Rhetoric); Writing Topics

Since many women writers in the past have known that keeping a journal is a powerful tool of creative expression and self-healing, this book shows that journal writing is the ideal way for an individual to find her voice, an opportunity for women to explore feelings, intuitions, perceptions, and ideas often suppressed in society, and to record the truths of their own experiences. Inviting readers to share the journeys other women have made toward selfhood and encouraging them to begin a journey of their own, this book weaves together passages from published and unpublished journals, from works of literature, psychology, and women's studies with personal insights. The book is about the importance of journal writing in the lives of women today. For those who have never kept a journal, the book will introduce them to the creative possibilities and to the excitement and fascination of the journey itself. For those who already keep a journal, companionship and fresh inspiration should be provided. An appendix offers writing topics to accompany chapters 4-9. (NKA)

ED 404 668 CS 215 766

Rowley, Kurt; And Others
The Influence of Learner Control and Instructional Styles on Student Writing in a Supportive Environment.
PUB DATE- 28 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; High Schools; Instructional Effectiveness; *Learner Controlled Instruction; *Teaching Styles; *Writing Achievement; Writing Research
IDENTIFIERS- *R WISE Software

A study elaborated on the results of previous research on the effectiveness of the R-WISE (Reading and Writing in a Supportive Environment) software by examining the effects of

ED 404 687 CS 509 437

Fairbanks, Stephanie S.
Spotlight: Solo Scenes for Student Actors. First Edition.
PUB DATE- 96
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acting; *Adolescents; Audience Awareness; Characterization; Class Activities; *Drama; *Monologs; Secondary Education
IDENTIFIERS- *Drama in Education

This collection of 55 original concise monologs for teenage boys and girls to perform require no special settings and minimal props and costumes. The monologs in the collection are intended for use in speech competitions, variety shows, auditions, the classroom, and as discussion starters. The collection is divided into monologs for girls, monologs for boys, and monologs for either boys or girls. The monologs contain situations that young actors can easily understand and project to the audience and characters that have evolved from actual experiences of students. (NKA)

ED 404 688 CS 509 438

Swan, Susan Z.
Personal Orientations as a Bridge: Using the Myers-Briggs Typology To Understand the Major Paradigms of Communication Theory.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Higher Education; *Interpersonal Communication; Personality Traits; *Theories; Theory Practice Relationship
IDENTIFIERS- *Myers Briggs Type Indicator; Theoretical Orientation

To combat the complaint that theory is abstract and without connection to real life, interpersonal communication instructors can use students' own theories about life--as represented through the dimensions of the Myers-Briggs Typology--as a starting point to understanding scholarly theory. Two of the Myers-Briggs Typology Indicator dimensions in particular, the Sensing-Intuiting dimension and the Thinking-Feeling dimension, when combined offer a striking insight into "traditional" and "alternative" worldviews in the field, and thus allow students an understanding of how disciplinary paradigms may reflect personal worldviews. Students enjoy this approach and see, to their surprise, that theorists are one of them--people with a preferred way of making sense of the world who use this to think about communication phenomena in particular ways. (Contains 18 references.) (Author/RS)

ED 404 689 CS 509 439

interpersonal communication class were analyzed to determine the topics of discussion. Topics of discussion that were found in this community were related to social, work, and technical maintenance issues. Providing students some instruction on how to use the technology before implementing the use of e-mail discussion lists may enhance their experience of communicating and may lower any apprehension they may have in using a new medium. (Contains 20 references and 3 notes. Appendixes present a graphical representation of the categories of talk and a chart of data.) (Author/RS)

ED 404 708 CS 509 464

Hostetler, Michael J.
Developing a Religious Communication Minor at a Catholic University: Appealing to Seminarians and Undergraduates.
PUB DATE- Nov 96
NOTE- 6p.; Paper presented at the Annual meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholics; *Catholic Schools; *Church Related Colleges; *Curriculum Development; Higher Education; *Religion; Rhetorical Criticism; Specialization; Speech Communication; *Theological Education; Undergraduate Students
IDENTIFIERS- Classical Rhetoric; Saint Johns University NY

To meet the needs of undergraduate seminarians attending St. John's University in New York who are required to take speech communication courses and to appeal also to nonseminarian undergraduates, a Religious Communication minor was proposed. The minor consists of 18 credits in speech. In addition to arranging currently offered courses into a systematic program of study, a new course, the "Rhetoric of Religion" (Speech 43), was added. Speech 43 is designed to explore current issues in religious discourse, such as the secularization of the public sphere and the privatization of religious belief. The course is intended for all students interested in religion and communication. The relationship of religious discourse to the Western European rhetorical tradition will be discussed. Some discussion topics in the course are: religious ideas/concepts in classical rhetoric; Augustine's synthesis of classical rhetoric and Christian communication; the rhetoric of Catholic politicians such as Al Smith, John Kennedy, Mario Cuomo; and the discourse of the National Conference of Catholic Bishops on social issues. One or more current books on religious discourse in the public sphere will be required. (NKA)

ED 404 709 EA 024 137

Huberty, Carl J.; Klein, Gerald A.
On Evaluating the Impact of an Innovative Educational Project.
PUB DATE- Apr 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Elementary Secondary Education;

Rossmiller, Richard A.
The Flat Tax: Implications for Financing Public Schools.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Economics; *Educational Finance; Elementary Secondary Education; *Federal Government; *Public Schools; School Support; *Tax Allocation; *Tax Effort
IDENTIFIERS- *Flat Rate Income Tax

The campaign for the 1996 Republican presidential election focused attention on proposals to replace the current federal income tax system with a flat tax. This booklet examines the ramifications of a flat tax for local school funding. Section 1 outlines the criteria for evaluating proposed taxes and the purposes of tax systems. The second section offers a brief history of federal income taxes, explains the current federal income tax and criticisms of it, and outlines four alternatives to the federal income tax system. The third section evaluates three flat-tax proposals: the Hall and Rabushka proposal, the Armey-Shelby proposal, and the Forbes proposal. The booklet next reviews arguments for and against the flat tax and examines implications of the flat tax for school finance. The flat tax would have a direct impact on federal funds that schools now receive. The flat tax would have less obvious effects on state revenue, school district bonds, property tax increases, interest rates and property values, attitudes toward home ownership, local school foundations, and investment in human capital. For example, if all investments in schooling are given the same tax treatment as investments in physical capital, private schools could become much more attractive because tuition payments could immediately be written off as an investment. One table is included. (Contains 14 references.) (LMI)

ED 404 729 EA 028 225

Amundson, Kristen
Telling the Truth about America's Public Schools.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Cultural Differences; Drop Out Rate; Educational Finance; Elementary Secondary Education; Ethnic Groups; Expenditures; *Labor Force Development; Public Education; *Public Opinion; *Public Relations; *Public Schools

Support for American public schools is ebbing at a time when it is needed most. This booklet outlines ways in which educators can counteract the criticisms leveled at public education and communicate its successes. It examines and presents data to refute the following charges: (1) SAT scores are falling; (2) students are taking too many "dumbed down" courses; (3) too many students drop out of school; (4) American public schools are not a good financial investment; (5) public schools fail to prepare students for the work force; and (6) businesses spend a great deal of money providing remedial education to employees. School leaders are recommended to get the facts, spread the word, disseminate stories of students' successes to the local news media, use every opportunity to talk about improving differentiation-dedifferentation, the perspectivist map opens space to all ways of seeing and representing information. It offers knowledge workers a useful new visual aesthetic based not on degrees of progress in techniques of transmission or modeling, but on a perspectivist paradigm of cultural dedifferentiation that is open to technical, cognitive, and cultural ways of seeing--that is, to the growing intellectual and visual complexity of our time. Fifteen figures and 24 endnotes are included. (LMI)

ED 404 749 EA 028 253

Livingston, Martha J.; DeSpain, B. C.
Public School Choice Initiatives: Perceptions of Business/Industrial Leaders and School Board Members.
PUB DATE- Aug 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Boards of Education; *Charter Schools; Competition; *Educational Vouchers; Elementary Secondary Education; Free Enterprise System; *Privatization; Public Opinion; *Public Schools; School Business Relationship; *School Choice

Parents have the legal right to send their children to private schools. This paper presents findings of a survey that compared the opinions of sitting school board presidents (n=1,500) with those of Chamber of Commerce executives (n=1,300) across the United States. The survey asked each group about their attitudes toward charter schools, privatization, and vouchers. Chamber of Commerce respondents, who were members of the business community, were more positive than school board members in their support for charter schools, privatization, and vouchers. The majority of the business leaders favored expanding charters to private schools, while the majority of board members opposed expansion. Chamber of Commerce members believed that educational changes should be driven from outside the school system, and board members expressed support for the status quo. Board members believed that public schools could improve through internal measures. The majority of school board members disagreed with voucher options that would allow students to attend any school, allow students to attend schools in surrounding school districts, and allow students to attend religious schools. (Contains 11 references, 8 tables, and 1 figure.) (LMI)

ED 404 750 EA 028 254

Learning To Collaborate: Lessons from School-College Partnerships in the Excellence in Education Program.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- Nov 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Higher Education;

IDENTIFIERS- African Americans; *Diversity (Student); Hispanic American Students

This theme issue of a Texas journal focuses on gifted education and culturally diverse students. "Recruiting and Retaining Diverse Students in Gifted Education" (Donna Y. Ford and J. John Harris) discusses the challenges of recruiting diverse students in gifted education and presents solutions, including using different measurements of intelligence, moving away from identification to assessment, using a range of scores and group norms, and considering non-cognitive factors. Recommendations are also made for retaining minority students in gifted programs. "Hispanic and Gifted/Talented: Can You Be Both?" (Rebecca V. Rendon) provides information on the assessment of bilingual children, characteristics of culturally diverse students, and curricular and program strategies. "The Education of a Gifted Non-English Speaking Immigrant" (Becky Alanis) describes a monolingual Spanish-speaking student's experience in a gifted program. "Discovering and Nurturing Talents in Young Hispanic Students" (Marta Mountjoy) discusses the use of different assessment measures to identify gifted Hispanic students and the development of a summer enrichment program for bilingual gifted students in a culturally diverse school district. In "Alternate Identification for Gifted African-Americans" by Donna Ashby, alternative testing procedures to identify more gifted minority students are described. Articles include references. (CR)

ED 404 770 EC 305 194

Sayler, Michael, Ed.
Parents and Schools: Working Together.
PUB DATE- 96
NOTE- 29p.; Includes only theme-related materials, extracted from serial issue.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; Educational Legislation; Educational Strategies; Elementary Secondary Education; *Gifted; Parent Education; *Parent Participation; *Parent Rights; *Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; School Community Relationship; *Talent

This theme issue of a Texas journal on gifted education focuses on parents and schools working together. Major articles include: "Thinking about the September Challenge" (Donna Enersen), which discusses strategies that parents and teachers can use to work together to ensure the success of gifted students; "Advocating for Appropriate Education for Your Child" (Colleen Elam), which provides suggestions on how parents can evaluate and influence their gifted child's education; "Burning Bridges or Clearing a Path?" (Patsy Symank), in which a mother reflects on working with schools to develop talent in her son; "A Taste of Gifted and Talented for Parents" (Elma Torres), which stresses the importance of communication between school districts and parents and provides steps to planning a mini-conference on gifted education for parents; "What's a Poor Parent To Do?" (Dorothy Kennedy), which focuses on what parents should look for in evaluating their child's education program; "Texas Law and Parent Rights and Responsibilities" (Ann Wink), reform and needed changes within SEAs, barriers to change, and the new roles being forged by SEAs. The results of the survey indicate that the majority of SEAs had experienced reorganizations since 1992; over half of the SEAs indicated that the unit responsible for special education has changed through reorganization; changes in special education units included increased team efforts, broader support for all children, and increased collaboration; SEA reorganization has tended to occur in those states in which the Governor has been in office for more than 23 months and in which superintendents/commissioners of education have been in their jobs for 1-2 years; and 23 respondents reported decreases in special education staffing levels and an increased use of outside contracting to carry out specific special education leadership responsibilities. Appendices include the survey instrument, tabulated results, and examples of SEA organizational charts. (CR)

ED 404 789 EC 305 293

Spicker, Howard H.; And Others
Project Spring II. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 168p.; For related documents, see EC 305 294-295.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; Academic Achievement; Case Studies; Creativity; Curriculum Development; *Economically Disadvantaged; Elementary Education; *Gifted Disadvantaged; Inservice Teacher Education; Measurement Techniques; *Minority Group Children; Problem Solving; Program Effectiveness; Program Implementation; *Rural Education; *Science Curriculum; Science Instruction; Self Concept; Student Evaluation; Talent; Teacher Attitudes

This report describes the strategies, accomplishments, and outcomes of a project designed to identify economically disadvantaged rural gifted children (grades 3-8) from African American, Hispanic, Native American, and Appalachian descended, rural Caucasian populations. Project objectives are outlined, along with evidence of their accomplishment. The project developed instruments and procedures for identifying ethnically diverse gifted students and developed science curriculum procedures and teaching strategies appropriate for nurturing the talents of these children. Findings of the project are discussed. These include: (1) the identification procedures developed for the project significantly increased the number of disadvantaged rural gifted children from diverse populations being served; (2) the elementary school science curriculum interventions improved the scientific problem-solving skills of identified students; (3) a follow-up study of students in junior high school showed a maintenance of creative writing skills and self-concept scores, while science attitude and achievement, as well as other creativity measures, dropped; (4) participating teachers became sensitized to the greater abilities of previously underserved children; (5) identification improved student self-confidence and aspirations to graduate from high school and attend college; and (6) effective implementation of these changes required considerable support from project staff, principals, gifted coordinators, and teachers. Appendices contain an Internet workshop evaluation and case studies of students benefiting most and discussed what services they would choose if given a million dollars to spend on their own service programs. The focus groups were held in nine geographically and demographically diverse communities in Colorado, North Carolina, and Pennsylvania. Comments were grouped into the areas of family support, expansion of services, increased personnel, communications/networking, equipment, professional training, and other. Parents and service providers substantially agreed on how the money might be usefully spent, with high priority given to helping families with crisis conditions, respite care, increased use of special therapists and therapies, and increased intensity and breadth of treatment. Service providers also wanted improved billing practices, training for daycare personnel, and referral systems. Results suggest a need for a different service model, one which employs special therapists as consultants and supervisors over teams of early interventionists who will carry out many of the special therapist's current duties. (Contains 15 references.) (DB)

ED 404 807 EC 305 325

DeCarme, Judi, Ed.; Orkwis, Raymond, Ed.
Innovation and Development in Special Education: Directory of Current Projects. 1997 Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 226p.; For the 1996 edition, see ED 392 224.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Disorders; Computer Software; Cultural Differences; Delivery Systems; *Disabilities; *Educational Innovation; Educational Media; Educational Policy; Educational Technology; Elementary Secondary Education; Emotional Disturbances; Federal Aid; *Federal Programs; *Grants; Higher Education; Instructional Effectiveness; Preschool Education; Program Descriptions; Program Evaluation; *Research and Development; School Restructuring; Severe Disabilities; Student Evaluation; Teacher Education; Teacher Supply and Demand; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- *Office of Special Education Programs

This directory abstracts more than 180 projects funded during Fiscal Year 1996 by the U.S. Department of Education, Office of Special Education Programs, Research to Practice Division. Projects developed under four major program areas are described: (1) research; (2) technology, educational media, and materials; (3) serious emotional disturbance; and (4) special studies. The projects are arranged into 11 topical sections: assessment; cultural differences; infants, young children, and families; instructional effectiveness, models, and learning; policy and program evaluation; restructuring and service delivery issues; secondary education and postsecondary outcomes; serious emotional disturbance and behavioral disorders; severe disabilities; teacher training, retention, and supply and demand; and technology and software. The projects are arranged alphabetically within each section by Principal Investigator. Information provided includes project title; grant number; beginning and ending dates; principal investigators' name, address, and telephone number; and an abstract of the project that describes its purpose, method, and products. In the Products section of the abstract, information is provided (when available) about materials the project has

(Judy DeLoache) discusses research which indicates that children only gradually appreciate that entities should be responded to as representations of something other than themselves. A conceptual model of young children's understanding and use of symbols is presented. In "Children's Memory for Personal Experience: Individual and Cultural Variations in Development" (Katherine Nelson and others), different kinds of memory are described as well as the impact of talking about an experience on memory. The influences of parenting style and cultural factors on children's retention of memories are also explored. "Pain and Creativity: The Complex Interplay" (Barbara Young) investigates the role that suffering plays in creativity in early childhood. Spontaneous or natural creativity in young children is described in "Creativity in the Youngest" (Lois Barclay Murphy). (Individual articles contain references.) (CR)

ED 404 826   EC 305 347

Chang, Moon K.; And Others
Accommodating Students with Disabilities: A Guide for School Teachers.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 41p.; For a related document, see EC 305 348.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Assistive Devices (for Disabled); *Classroom Techniques; Communication Aids (for Disabled); *Disabilities; Elementary Secondary Education; Hearing Impairments; Learning Disabilities; Media Adaptation; Physical Disabilities; Visual Impairments
IDENTIFIERS- *Academic Accommmodations (Disabilities); Testing Accommodations (Disabilities)

This guide is designed as a resource to assist teachers in making decisions on their instructional planning and delivery by expanding and refining their repertoire of ways and means of making accommodations for students with learning disabilities and visual, hearing, and physical impairments. Part 1 presents ways of providing accommodations without specialized materials and devices for students with different types of disabilities. These include facilitating lip reading, providing lecture notes, providing tactile materials, and teaching in an accessible classroom. Testing accommodations for students with disabilities are also addressed. Certain ways are used exclusively with certain types of disabilities; however, other types of accommodations can be used across the categories of disabilities. Part 2 lists some of the important materials and devices that are not readily available to teachers for their classes but have high impact on accommodation, such as amplification systems, screen enlargers, Braille word processing, and computer voice input utilities. Short descriptions of these materials and devices are presented. Personal computer access problems and modifications to make the computer accessible to students with disabilities are also discussed. (Contains 40 references.) (CR)

ED 404 827   EC 305 348

language's role is to improve, it must be stimulated, particularly through international cooperative programs. (MSE)

ED 404 844 FL 021 837

Woodward, Tessa, Ed.
The Teacher Trainer: A Practical Journal Mainly for Modern Language Teacher Trainers, 1993.
PUB DATE- 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Classroom Techniques; Educational Objectives; Educational Strategies; English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Language Teachers; *Student Attitudes; *Student Teaching; *Teacher Education; *Teacher Education Curriculum

This document consists of the three issues of "The Teacher Trainer" published in 1993. Articles include: "Why I Left an RSA Diploma Course"; "Two Anxiety Dreams Experienced During the RSA Diploma in TEFLA Course"; "Why Do an RSA Diploma Training Course?"; "Training for Medical General Practice: Assessment Techniques and What We Can Borrow for EFL Teacher-Training"; "'Lead Us Not Into Temptation' or Training Bus Drivers"; "Using Activity Cards on Training Courses for Language Teachers"; "Do-It-Yourself Language Classes for Non-Native-Speaker Trainees"; "Don't Go See for Yourself-Let the Trainees Tell You"; "The Action Plan Cycle: A Way of Integrating the Classroom and Training Course Sessions"; " A Fear Clinic"; "Models of Teaching Practice and Feedback for Teacher Training in TEFL"; "From Behind the Barricades"; "How Do You Think It Went?: A Task-Based Approach to Feedback"; "Training EFL Teachers for Multicultural Schools"; "A Training Game: What Is a Language?"; "Transacting TEFL"; "Professional Self Management in FLTT"; "The Price of Change"; "Teaching Is Teacher Training"; "Why Train?"; "Trainee Interaction on Participant-Centred Postgraduate Courses"; "Video, Fear and Loathing: Self-Viewing in Teacher Training"; "Finding the Centre"; "Reflection and Feedback on a PGCE Course"; "Reading Mazes"; TEFL Auction"; "The 'Ghost' Instrument"; and "On Form." (MSE)

ED 404 845 FL 022 145

Slowinski, Betty J.
The French World of Business: Culture and Commerce. The Case of the Wharton School.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; *Business; *Business Administration; Business Communication; Cross Cultural Studies; *Cultural Differences; Foreign Countries; Government Role; Higher Education; Language Proficiency; Languages for Special Purposes; Public Administration; Role of Education; Sex Bias; Stereotypes
IDENTIFIERS- Business Role; *France; *United States; University of Pennsylvania Wharton School

differing needs and characteristics, keeping in mind that they should bear a close and specific relationship to anticipated needs, provide frequent and clear attention to function as well as form, offer consistent communicative practice, exploit the "comprehension advantage," and systematically develop mental imagery to match verbal content. Exercises for functional language use can be developed easily by creating an information gap students must fill, e.g., asking students to come to a consensus about the most desirable breakfast. Typical textbook texts that require only comprehension or memorization can be enhanced by having students change the format, or summarize, analyze, or expand on the content. Seven tasks based on a single newspaper article and using two or more language skills are detailed. A checklist for teachers to use in evaluating the effectiveness of the classroom session is appended. (MSE)

ED 404 865   FL 024 427

Fu, Hongchu
Multimedia Teaching in Chinese Courses: Practices and Suggestions.
PUB DATE- Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Chinese Language Teachers Association (Philadelphia, PA, November 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; College Second Language Programs; Computer Software; Consortia; *Educational Technology; Higher Education; Instructional Materials; *Multimedia Instruction; Pronunciation Instruction; Reading Instruction; Second Language Instruction; *Second Languages; Teacher Developed Materials
IDENTIFIERS- *Smith College MA

A discussion of multimedia teaching techniques for second language instruction looks at the current state of educational technology for college-level Chinese language teaching, then focuses on practices for teaching Chinese at Smith College (Massachusetts). Truly multimedia materials, which use computer software, compact discs, video, slides, and overhead projection in various combinations, are found only for pronunciation instruction and intermediate-to-advanced reading instruction. At Smith College, the guiding principle for multimedia use is to increase exposure to the Chinese language environment, contributing to more efficient use of class time. Students are assigned work in the language laboratory or dorm (with computer link to the campus network). Pronunciation materials have been found effective here. Assignments are given and grammar notes are summarized on a class home page, particularly useful for students in the five-college consortium who live off campus. Student reading of texts is recorded in the lab, with teacher feedback provided on computer. More advanced readings will have to be developed because edited materials already on the Internet are limited. Despite its advantages, multimedia technology has two drawbacks: it can consume too much student time, and can not replace oral language or character-writing practice. Also the issue of standardization must be addressed. (MSE)

ED 404 866   FL 024 428

Conlon, Susan Henderson

Teacher Qualifications; Teacher Salaries; Tuition; Uncommonly Taught Languages
IDENTIFIERS- *Yemen

A study investigated the characteristics of 14 second language institutes available to adults in Sana'a (Yemen), an area in which second language instruction has historically been difficult to obtain. Data were gathered through interviews and observation. It was found that seven of the institutions offer English instruction, and five offer Arabic instruction to expatriates. Four external governments (United Kingdom, United States, France, and Germany) and a number of private organizations, some established by former Peace Corps volunteers, offer instruction. Teacher qualifications, program design, evaluation, teacher pay, and tuition vary considerably across programs. Very few of the institutes prepare their own instructional materials; most used commercially published materials. Commonly-used Arabic materials are listed. Results indicate that program directors, teachers, and students concur on several language instruction issues: programs need to hire trained language teachers; in-service workshops on teaching techniques and curriculum development are needed; teachers should be paid for preparation time; and teachers should be able to observe colleagues teaching and to try new teaching techniques without fear for their jobs. All 14 institutes are listed, and addresses are provided for 11 of them. Contains 11 references. (MSE)

ED 404 886 FL 024 463

Yamashita, Hiroko
The Effects of Word-Order and Case Marking Information on the Processing of Japanese.
PUB DATE- Dec 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Computer Assisted Testing; Foreign Countries; *Grammar; Higher Education; *Japanese; *Language Patterns; *Language Processing; Language Tests; Native Speakers; *Sentence Structure; *Syntax; Testing; Verbs
IDENTIFIERS- Japan; *Word Order

Three experiments investigated whether word order and case markers play a role in the native speaker's comprehension of Japanese. In Japanese, verbs are at the clause-final position and the order of words other than the verb appear to be flexible. The fact that verb information does not become available until the end of a clause suggests that other types of information may be used in processing the language. In the first experiment, 52 Japanese college students were presented with scrambled sentences and regular sentences and asked whether specific words had appeared in them, to investigate processing load. No increased difficulty in processing scrambled sentences was found. In experiment 2, 52 university students were given a lexical decision task. Results indicate that responses were not dependent on word order within the task sentence. The third experiment assessed whether case-marked arguments influenced sentence processing, and found the respondents sensitive to case marking. The results of the three experiments are more congruent with non-configurational structure than with configurational structure at the stage of pre-verbal processing in Japanese. Contains 32 references. (MSE)

ED 404 887 FL 024 464

ED 404 437 CE 073 285

Hwang, Li-Shyung; And Others
Professional Development of Adult Education Professors: A Study of the Kellogg Faculty Seminar Participants. Final Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 31 May 96
NOTE- 17p.; Part of this report is directly derived from the author's unpublished doctoral dissertation entitled "Professional Development of Adult Education Professors: A Qualitative Inquiry Into a Selected Group."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Continuing Education; *Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; *Outcomes of Education; Postsecondary Education as a Field of Study; Seminars; *Teacher Educator Education; *Teacher Educators
IDENTIFIERS- *Kellogg Foundation

A follow-up study was conducted in 1994-96 of the professional development of adult education professors who participated in the Kellogg Faculty Seminar on Adult and Continuing Education in 1987 and 1988. From a sample of 33 professors, 21 completed questionnaires and in-depth interviews designed to determine the professors' participation in professional development activities and the broad impacts of the Kellogg Faculty Seminar on their professional development, as well as the significance of specific professional development experiences. Analysis of the data, using the constant comparative method, resulted in several major conclusions: (1) the course of professional development for individual participants was personal and unique; (2) general participation in professional development was organized in terms of four aspects: reasons, deterrents, formats, and topics; (3) the significant professional development experiences of the participants were diverse and varied in format, content area, and provider; (4) the professional development experiences were significant in individual ways to each participant, yet there were common themes, including a time factor, professional relationships, new or transformed perspectives, collaboration, self-affirmation, defining focuses, career relevancy, relation to the field, visibility and recognition, and sense of contribution; and (5) participants generally viewed the Kellogg Faculty Seminar as a significant professional development experience. (KC)

ED 404 438 CE 073 287

Worsnop, Percy J.
Competency Based Training. How To Do It--for Trainers. A Guide for Teachers and Trainers on Approaches to Competency Based Training.
PUB DATE- 93
NOTE- 56p.; Developed for the Competency Based Training Working Party of the Vocational Education and Training Advisory Committee, Canberra, Australia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Competence; *Competency Based

knowledge of the work-based environment; (4) a training plan that outlines a framework for personal growth; (5) feedback through authentic assessment and conferences; (6) instruction about the organization's policies; (7) information pertaining to the organization's culture; (8) instruction in work-related competencies; (9) information and guidance on career advancement; (10) opportunities for critical reflection; and (11) mentoring through a framework. The verified elements were organized into three content categories aligned with the original definition for mentoring, and content outlines were developed. The initiative is considered to be a working example of the cooperative relationships that the state hopes to establish between educational agencies as it develops and implements its school-to-work system. (Four appendixes are included: a project implementation timeline, the project instrument and rating scale, a summary of interview results, and the content outlines. Contains 23 references.) (KC)

ED 404 456   CE 073 380

Murnane, Richard J.; Levy, Frank
Teaching the New Basic Skills. Principles for Educating Children To Thrive in a Changing Economy.
PUB DATE- 96
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Basic Skills; Educational Change; *Educational Improvement; *Educational Needs; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Employment Potential; Employment Qualifications; *Futures (of Society); *Job Skills; School Business Relationship

This book proposes restructuring the education system using the principles and practices used by successful businesses during the past 15 years of rapid change. It suggests that the skills taught by schools today, even if test scores measure them as improving, are not sufficient for high school graduates in an increasingly-changing, challenging workplace. Instead, six New Basic Skills are proposed: (1) the ability to read at the ninth-grade level or higher; (2) the ability to do math at the ninth-grade level or higher; (3) the ability to solve semistructured problems where hypotheses must be tested; (4) the ability to work in groups with persons of different backgrounds; (5) the ability to communicate effectively, both orally and in writing; and (6) the ability to use computers to carry out simple tasks such as word processing. The New Basic Skills can be imparted to students by following five principles that are also characteristic of good management in businesses: agree on the problem; provide the right incentives and opportunities; train the frontline workers; measure progress regularly; and persevere and learn from mistakes. Throughout the book, numerous examples are provided of companies requiring the New Basic Skills and schools striving to change in order to raise the achievement of students in attaining these skills. (KC)

ED 404 457   CE 073 381

Pont, Tony
Developing Effective Training Skills. A Practical Guide to Designing and Delivering Group Training. Second Edition.
PUB DATE- 96
NOTE- 157p.; McGraw-Hill Training Series.
LANGUAGE- English

Washington, DC.
PUB DATE- Jan 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Course Content; *Curriculum Design; *Curriculum Development; Educational Assessment; *Education Work Relationship; *Instructional Material Evaluation; *Instructional Materials; Material Development; Postsecondary Education; Secondary Education; *Standards; Teaching Methods

This guidebook presents information regarding the curriculum standards and indicators of the National Consortium for Product Quality (NCPQ), which was established to link school-to-work curriculum research with quality standards and indicators. The guidebook details the following: the qualitative curriculum standards, supporting indicators for each of the standards, possible forms in which those indicators may appear in curriculum products, the process for reviewing curriculum using the NCPQ standards, and a product profile that summarizes each product reviewed. The standards and indicators provide a tool for evaluating curriculum materials for content, instructional strategies, student assessment, and equity and diversity considerations. In addition, the document contains a list of the 14 curriculum materials cited, 15 other works cited, and a bibliography listing 77 references organized by categories of content standards, instructional standards, assessment standards, equity standards, and curriculum design. Supporting research, resources, and technical assistance for school-to-work curriculum also are provided. Appendices include a glossary of terms, a list of NCPQ Task Force members with affiliations, and the NCPQ Standards and Indicators. (KC)

ED 404 476 CE 073 415

Woloszyk, Carl A.
Vocational Education's Linkages with the Business Community of Michigan.
PUB DATE- Jun 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Education Work Relationship; *Employer Attitudes; Focus Groups; Partnerships in Education; Postsecondary Education; Questionnaires; *School Business Relationship; Secondary Education; State Surveys; Student Organizations; Tables (Data); *Unions; *Vocational Education
IDENTIFIERS- Employer Surveys; *Michigan

The extent of linkages of vocational education with Michigan's business community was examined through a survey of employers and labor union representatives and five employer focus groups. Of the 583 public and private sector employers and union representatives who received the questionnaire, 185 (31.9%) returned usable responses. The questionnaires contained questions on the employer's organization, industry, demographic/personal characteristics, and involvement in the following aspects of vocational education: curriculum, school-to-work, evaluation, and vocational student organizations.

(Contains 28 tables/figures and 7 references.) (MN)

ED 404 493 CE 073 442

Bass, Bruce; And Others
Reflections Beneath the Surface: We Are More than You See.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 70p.; Produced by the Labor/Management Workplace Education Program in partnership with the American Federation of State, County, and Municipal Employees and USA/MTA.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Creative Writing; *Literacy Education; Poetry; Prose; *Student Developed Materials; *Workplace Literacy; Writing Instruction; *Writing Skills

This volume is a sampling of 18 pieces of writing by students in a workplace education writing course called Advanced Writing. It contains the following poems, fiction, and nonfiction written in and outside of class: "Artist" (Bruce Bass); "Tuesday Morning" (Kathy Colon); "House" (Lee Christian); "Life" (Alice Chapin); "A Cat Story" (Jane E. Carroll); "A Trilogy: Eugene" (Christine Heard); "The Day Daddy Brought Home the Television Set" (Elisabeth Williams); "Poems" (Carl Davignon); "Coming Home" (Mike Drew); "In This Photo..." (Linda Hillenbrand, Claire Galenski Myette, Carl Davignon, Janet Verrill); "Rhubarb" (Lee Christian); "Birth" (Kathy Colon); "Mirror Rock" (Judie Towlson); "Joey, A Special Kid" (Linda Hillenbrand); "Love Is Too Precious" (Janet Verrill); "Writing the Moment" (Claire Galenski Myette, Bruce Bass, Sophie Sidur); "My Brother Bill" (David Hutchins); "Ordinary and Wild Panic" and "Poems from Shatterland" (Eugenie Harvey); "Battle at Cam Le Bridge--23 August 1968" and "Desert Storm--1991" (Lee Forester); "The Knight in Shining Armor" and "The Nineties Princess (Faith)" (Janet Verrill); "The Snag of the Century" and "Everything He Knew" (Francis Martin, Jr.); "Dialogue," including "You, Me, I See" (Bruce Bass), "Untitled" (Janet Verrill), and "I Can See You, But I Can't Hear You" (Jane E. Carroll); "Two Songs," including "He Wasn't a Hero" and "Katie" (William Jacque); "Up at 4:00 Drinking Milk and Honey" (Eugenie Harvey); "Untitled" (Lee Christian); "New Found Friends" (Bruce Bass); "What Are Friends for?" (Jane E. Carroll); and "Kisses from Maine" (Kathy Colon). Writers' biographies are appended. (YLB)

ED 404 494 CE 073 443

Funderburg, Dinnah L.; Kapes, Jerome T.
Work Values and Job Satisfaction of Arkansas Business Educators in Secondary Systems and Community/Technical Colleges.
PUB DATE- 24 Jan 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education Teachers; *Community Colleges; Comparative Analysis; *Job Satisfaction; Secondary Education; Sex Differences; State Surveys; *Teacher Attitudes; Technical Institutes; Two Year Colleges; Work Attitudes; *Work Ethic

(England).
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; *Adult Students; *Career Education; *Career Guidance; Case Studies; Check Lists; *Counseling Services; Curriculum; *Delivery Systems; Educational Change; Educational Quality; Foreign Countries; Information Utilization; National Surveys; Postsecondary Education; Program Evaluation; *Staff Role; Technical Institutes; Vocational Education
IDENTIFIERS- General National Vocational Qualif (England); *United Kingdom

In 1995-1996, the United Kingdom's Further Education Development Agency examined approaches to delivery of career education/guidance in further education (FE) programs and the roles of career service and college staff in career education/guidance. Data were collected through surveys of approximately 450 colleges in England and Wales and 28 career services. Responses were received from 215 (47.7%) of the colleges and 25 (89%) of the career services. Case studies of 12 colleges demonstrating indications of good practice/development and representing a geographically and institutionally diverse sample were also conducted. The following were among the study's main findings: the work of FE guidance staff is being greatly affected by increasing variation in the student population; nearly three-fourths of institutions have written policies on career education/guidance; student satisfaction surveys are the most popular method of evaluating guidance provision; tutorial groups are the preferred means of delivering career education/guidance; interest in accrediting career education/guidance programs (particularly through General National Vocational Qualifications) is evident; and approximately three-fourths of FE colleges and two-thirds of sixth-form colleges employ at least one career specialist. (Appended are the following: study methodology; checklist for reviewing career education/guidance for FE students; and 11 references.) (MN)

ED 404 512 CE 073 520

King, Christopher T.; And Others
JTPA Success Stories in Texas and Illinois: The Who, How and What of Successful Outcomes.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Aug 95
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Programs; Career Education; Employment Patterns; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Program Effectiveness; Program Evaluation; *State Programs; Success; Wages
IDENTIFIERS- Illinois; *Job Training Partnership Act 1982; Texas

A study assessed the success of Job Training Partnership Act (JTPA) programs by examining current approaches, featuring operational and experimentally based measures, all using the unit evaluations. The third package component is a one-page student competency record. Contains 28 references and a glossary of 73 terms. (KC)

ED 404 530   CE 073 549

Burch, Kelly
Pharmacy Aide. Student Manual and Instructor Key.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jan 96
NOTE- 229p.; Test sheets (unit evaluations and skill sheets) are printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; Allied Health Personnel; Competence; Competency Based Education; Course Content; Curriculum Guides; High Schools; Job Skills; Learning Activities; On the Job Training; *Paraprofessional Personnel; *Pharmaceutical Education; *Pharmacy; Teaching Methods
IDENTIFIERS- Missouri; *Pharmacy Technicians

The first component of this three-part package is a student manual designed to be used independently in secondary health occupations programs or on-the-job training programs for pharmacy aides. The manual contains six units that cover the following topics: introduction to pharmacy, communication skills, pharmaceuticals, prescription processing, maintaining the pharmacy, and business operations. Units are organized in lessons, which contain lesson objectives, key terms, content information, illustrations, and activity sheets. Each unit has a written evaluation to test students' knowledge and skill sheets that provide a record for mastery of the steps of procedure for each skill. A unit checklist located at the end of each unit provides a method for keeping track of activity sheets, clinical and laboratory activity sheets, skill sheets, and written unit evaluations. The second package component, the instructor key, provides answers to the activity sheets and unit evaluations. The third package component is a one-page student competency record. Contains 28 references and a glossary of 73 terms. (KC)

ED 404 531   CE 073 550

Sanford, Marilyn K.
Physical Therapist Aide. Student Manual. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 96
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; *Clinical Experience; Competency Based Education; Learning Activities; Lesson Plans; Medical Services; On the Job Training; Physical Therapy; *Physical Therapy Aides; Postsecondary Education; Secondary Education; State Curriculum Guides; Student Evaluation

following: extent to which local school personnel can adopt the numerous national, state, and local academic and industry skills standards being developed; need for teacher retraining; appropriateness of various assessment procedures; effectiveness of student evaluations; and difficulties in getting industries to support a certified skill standards system and working together to establish standards for occupations that overlap across industries. (Concluding this document is a 14-item annotated bibliography.) (MN)

ED 404 549   CE 073 592

Kerka, Sandra
Postmodernism and Adult Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Educators; Annotated Bibliographies; Educational Philosophy; *Educational Principles; Educational Theories; Educational Trends; Modernism; *Teacher Role; Trend Analysis
IDENTIFIERS- *Postmodernism

Postmodernism, which has been characterized as an outgrowth of or reaction to modernism, is more a form of questioning and a perspective than a theory or set of ideas. Although postmodernism resists definition, the following appear to be among its generally agreed-upon characteristics: questioning of all claims to absolute, universal truth; rejection of attempts to provide encompassing explanations; identity that is fluid, changeable, and derived from multiple discourses; loss of confidence in progress, rationality, science, and "objective" reality; recognition that perception is interpretive and inseparable from individual frameworks; and a view of power as a process that enables/restricts or promotes/discourages forms of practice or thought. The issue of whether adult education is embedded in modernism or postmodernism has been widely debated. Adult educators have been urged to engage with the issues raised by postmodern accounts of culture in the following ways: question how social relations are organized and what social visions are desirable; recognize their own and others' contexts, beliefs, and frameworks; focus on understanding power structures and foster development of alternative forms of knowledge; and consider themselves cultural workers rather than technicians engaged in maximizing efficiency. (Contains a 22-item annotated bibliography.) (MN)

ED 404 550   CE 073 599

Medrich, Elliott
Preparation for Work. Findings from "The Condition of Education, 1996," No. 8.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 28p.; For "The Condition of Education, 1996," see ED 394 217.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ED 404 568 CE 073 632

Huws, Ursula; And Others
Teleworking: Guidelines for Good Practice. IES Report 329.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Employed Women; *Employer Employee Relationship; Employment Opportunities; *Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Job Training; Males; Personnel Policy; Policy Formation; Public Policy; *Telecommunications; Unions
IDENTIFIERS- Europe; *Telecommuting

Because teleworking presents major new challenges to human resource managers, trade unions, and others involved in the development of good employment practices, this book provides practical guidelines for good practice in regard to teleworkers that recognize that teleworking is not a single category, but covers at least five distinct groups with different needs. The guide is based on a study conducted in four European countries--United Kingdom, Greece, the Netherlands, and Sweden. Following an introductory chapter that discusses new forms of work and the study, the following work groups are defined and discussed in the next five chapters of the book: multisite teleworking, tele-homeworking, freelance teleworking, mobile teleworking, and relocated back-offices. The final chapter covers forms of support for teleworkers. The guidelines are based on existing good practice in each area, as described in each chapter. The book encourages employers to regard teleworkers as a variation of existing employees, not a separate category, and to provide the same benefits and working conditions previously negotiated with traditional workers. (KC)

ED 404 569 CE 073 643

Imel, Susan
Adult Learning in Groups. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; *Cooperative Learning; *Group Dynamics; *Groups
IDENTIFIERS- *Collaborative Learning; *Transformative Learning

To develop adult learning groups in formal educational settings, the educator must understand the nature of learning in groups. Three types of group learning are instrumental, communicative, and emancipatory. The type of learning that occurs in groups varies according to the learning tasks and goals. Group learning that has as its goal the acquisition of instrumental knowledge is cooperative. The term collaborative describes group learning based on communicative knowledge. Transformative applies to learning groups that seek emancipatory knowledge. Cooperative learning focuses on the learning of individuals; as

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Exploration; *Careers; Counseling Techniques; Cultural Context; *Ethnography; Individual Development; Models; *Self Concept
IDENTIFIERS- ERIC Digests; Self Awareness; Self Explanation Strategies

Since culture provides a direction for discovering a sense of coherence between stability and change, therapeutic change can be established when clients become aware of their cultural rules. This digest examines techniques developed for ethnographic research that can be applied directly to the career counseling interview. Ethnography assumes that dimensions of meaning in cultural experience can be uncovered through the study of language. Ethnographic interviews can be grouped under three major categories: 1) Descriptive questions, which elicit clients' thoughts on some aspect of their culture or world; 2) Structural questions, which generate the domains clients use to describe their worlds; and 3) Contrast questions, which are used to discover the meaning of, and the relationships among, the terms that clients have already mentioned. Because ethnographic interviewing is different from traditional interviewing techniques, it may be important to let clients know of this difference at the outset. Counselors should act as collaborators and should view clients as teachers. Likewise, specific principles and procedures inherent in ethnographic research should be followed, such as questions posed in cultural terms, the repetition of contextual information, and mapping tasks, in which clients visualize their cultural scene through the use of diagrams. (RJM)

ED 404 588 CG 027 039

Borgen, William A.
A Model for Group Employment Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; *Careers; Counseling Techniques; Group Counseling; *Group Therapy; Helping Relationship; Models; Social Support Groups
IDENTIFIERS- Career Barriers; ERIC Digests

Due to ongoing changes in the labor market, groups that assist people in developing or changing career directions are particularly important. This digest outlines some features of employment group counseling. Research has shown that the unemployed face numerous factors, such as job rejections and financial pressures, that can hinder the job search. Such hindrances can be addressed in a group context, in which there are opportunities for support and meaningful exchange with others. Studies of such groups show that timing of the group experience is important. The goal of these groups is to help people develop communication skills, give them information

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Athletes; *College Athletics; College Students; Community Colleges; *Extracurricular Activities; *Intercollegiate Cooperation; Opinions; School Effectiveness; Student Attitudes; Student Development; Two Year Colleges
IDENTIFIERS- Broward Community College FL; *Student Athletes

The importance of co-curricular experiences is leading to an increased scrutiny of student development functions. This ethnographic-interview study examines the effect of participation in intercollegiate athletics on students' academic success. The setting for the research was a large community college. Fourteen current and two former student athletes on a women's softball team, along with their coach, were interviewed. Respondents were asked a series of open-ended questions designed to elicit in-depth answers. During initial interviews the subjects mentioned a variety of factors that they attributed to their academic success. Patterns began to emerge and these themes were further explored in one-on-one interviews. Interviewees expressed a high level of commitment and enthusiasm for their sport, their teammates, and the athletic program. Current players attributed their continuation in college to their membership on the team and named such factors as full-time attendance requirements as being partly responsible for their persistence. Although no one overriding factor influenced the academic success of the student athletes, the study confirmed retention literature which argues that the stronger the relationship between the student and the institution, the greater the likelihood of course completion. Contains 24 references. (RJM)

ED 404 608 CG 027 582

Howie, Aletha Kay
Reading Styles Preferences of Third, Fourth and Fifth Grade Students.
PUB DATE- 23 Jul 96
NOTE- 107p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Children; *Cognitive Style; *Comparative Analysis; Elementary Education; Females; Grade 3; Grade 4; Grade 5; Males; *Reading Attitudes; *Reading Habits; Reading Skills; Sex Differences
IDENTIFIERS- *Reader Preferences

This study investigated the reading styles of 57 students in grades 3, 4, and 5. Special attention was given to the independent variables gender, grade level, and at-risk status. A total of 224 comparisons were made from which 8 main effects were observed: (1) females reported greater preference for music while reading than males; (2) special education students reported greater preference for bright light when reading than did Title 1/tutor students; (3) males reported greater preference for choices of reading material than females; (4) students in grade 4 reported greater preference for choices of reading material than students in grade 3; (5) students in grades 3 and 4 reported greater preference for directions than students in grade 5; (6) males reported greater preference for having work checked frequently than females; (7) regular education and special education students reported a greater

for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Education; Integrated Activities; *Literacy; Literature Reviews; Reading Instruction; *Reading Motivation; Reading Research; Reading Strategies; Science Activities; Social Influences; *Student Motivation; Teacher Attitudes
IDENTIFIERS- *Reading Engagement

Drawing on the professional literature of many fields, this book provides an interpretation of the available research on motivation and describes instructional approaches in classroom contexts. The book aims to help teacher educators, researchers, and graduate students understand the research literature in motivation and use in their efforts to enhance children's literacy development. After an introduction, "Reading Engagement: A Rationale for Theory and Teaching" (John T. Guthrie and Allan Wigfield), chapters in the book are: (1) "Children's Motivations for Reading and Reading Engagement" (Allan Wigfield); (2) Developing Self-Efficacious Readers and Writers: The Role of Social and Self-Regulatory Processes" (Dale H. Schunk and Barry J. Zimmerman); (3) "Motivation, Volition, and Collaborative Innovation in Classroom Literacy" (Lyn Corno and Judi Randi); (4) "The Pull of the Text and the Process of Involvement in Reading" (Diane Lemonnier Schallert and JoyLynn Hailey Reed); (5) "Teacher Perceptions of Student Motivation and Their Relation to Literacy Learning" (Anne P. Sweet); (6) "The Role of Responsive Teaching in Focusing Reader Intention and Developing Reader Motivation" (Robert B. Ruddell and Norman J. Unrau); (7) "Characteristics of Classrooms That Promote Motivations and Strategies for Learning" (John T. Guthrie and Ann Dacey McCann); (8) "Integrating Science and Literacy Experiences to Motivate Student Learning" (Roger Bruning and Barbara M. Schweiger); (9) "Ownership, Literacy Achievement, and Students of Diverse Cultural Backgrounds" (Kathryn H. Au); (10) "Starting Right: Strategies for Engaging Young Literacy Learners" (Julianne C. Turner); (11) "Incentives and Intrinsic Motivation to Read" (Linda B. Gambrell and Barbara Ann Marinak); and (12) "School Change and Literacy Engagement: Preparing Teaching and Learning Environments" (Carol Minnick Santa). (RS)

ED 404 628   CS 012 725

Kettel, Raymond P.
Motivating the Reluctant Reader: Using the Storytelling Episode Model.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Response; *Childrens Literature; Elementary Education; Junior High Schools; Middle Schools; *Novels; *Reading Motivation; *Story Telling
IDENTIFIERS- *Reluctant Readers

Elementary and middle school teachers can employ storytelling techniques using selections such as episodes from children's novels to encourage even the most reluctant readers. The telling of complete episodes from novels causes reluctant readers to identify with a character and brings them into the plot. The Storytelling Episode Model (SEM) is a step-by-step procedure for learning to tell parts of a novel that can stand

ED 404 648   CS 215 739

Bannister, Linda
Integrating Literature and Composition: A Practical Curriculum.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *Curriculum Development; *Educational Change; *English Departments; Higher Education; *Literature Appreciation; Majors (Students); Rhetoric; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Composition Literature Relationship; Curriculum Emphases; Historical Background; Loyola Marymount University CA

The English department at Loyola Marymount University (LMU) is trying to create an environment where all voices are heard and respected, both those of the literarists and compositionists. Where it is probably more customary to think of curriculum as a reflection of faculty values, the guiding principle at LMU has been that curriculum can influence faculty values. Since 1968, LMU has had a two-track English major that gives undergraduate students the opportunity to emphasize either writing or literature. Over the following 15 years (1968-1983), the two-track major grew in popularity--the number of English majors gradually increased, and the writing-emphasis program added a few new courses. Writing students accounted for about 30% of the English majors, but the program was minimally integrated. Writing students were thought to benefit from literature courses but the converse was not considered true. Then, two significant events intervened. In 1983, enrollment figures revealed that nearly 50% of the majors had declared a writing emphasis. Second, the department recognized the growing importance of writing in the English curriculum and the rebirth of studies in rhetoric and composition. Over the next 7 years (1983-1990), curriculum changes and a hiring policy seeking faculty who teach both literature and composition helped the department to realize new goals. Curricular changes included adding a new pre-major course sequence and beefing up the writing major requirements and courses. Since 1990, the department has devised a number of upper-division writing and literature integrated courses. (TB)

ED 404 649   CS 215 740

Tinberg, Howard B.
Border Talk: Writing and Knowing in the Two-Year College.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Ethnography; Interdisciplinary Approach; Language Arts; Postsecondary Education; *Reflective Teaching; Rhetoric; *Student Needs; Teacher Student Relationship; *Theory Practice Relationship; *Two Year Colleges; Two Year College Students;

the student factor of learner-control and the environmental factor of the teacher's preferred instructional style on student writing performance. R-WISE includes 3 specific exercises that teach key pre-writing, drafting, and revision skills identified as deficient in novice writers. Subjects were 1,276 public high school students from the classes of 32 teachers. Two data collection instruments were used: a writing sample used for pre- and posttesting, and an instructional styles inventory. Results indicated a small but statistically significant effect of both the level of learner control and the teacher's preferred instructional style on learning outcomes. Results also showed a small interaction between student and environmental factors. Findings support learner control research and suggest an increase in the adaptability of R-WISE to accommodate variable levels of learner-control, and preferred instructional styles of the teachers. (Contains 13 references; 3 tables and 5 figures of data; and 3 computer screens from the R-WISE software.) (Author/RS)

ED 404 669 CS 215 767

Anderson, Ella Marie
Improving Home Schooled Students' Writing Assessment Scores and Peer Group Interactions by Creating a Writing Workshop.
PUB DATE- Nov 96
NOTE- 110p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Grade 8; *Home Schooling; *Instructional Effectiveness; Interpersonal Relationship; Junior High Schools; Peer Influence; *Writing Improvement; *Writing Instruction; Writing Skills; *Writing Workshops
IDENTIFIERS- Florida (Central)

A practicum was developed and implemented to offer adolescent home schoolers a peer group academic workshop setting in which they would improve their writing prowess and social skills. The objectives for the workshop were for 10 of the 13 targeted eighth-grade students in a private home-schooling program in central Florida to participate in class discussions and in answering questions during group sessions; for 9 of the 13 students to employ the writing components necessary to improve their written communication skills by 1.5 points; and for 10 of the 13 students to demonstrate a 50% increase in encouraging each other by using positive verbal exchanges. The target group was required to take a writing pretest and posttest, to complete at least one essay using the writing process, and to participate in all group activities. All the program objectives were met, with the target group improving significantly in all areas. (Contains 24 references. Appendixes, which make up almost half the document, present a survey instrument, data, writing assessment directions, rubrics, observation forms, and instructional materials.) (Author/RS)

ED 404 670 CS 215 768

Lapadat, Judith C.
Evaluative Language in Junior High School: Discourse Meta-Maps.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

Mottet, Timothy P.; Patterson, Brian R.
A Conceptualization and Measure of Teacher Verbal Effectiveness.
PUB DATE- Nov 96
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Communication Research; Factor Analysis; Higher Education; *Nonverbal Communication; Questionnaires; Student Evaluation of Teacher Performance; Student Surveys; *Teacher Behavior; *Teacher Effectiveness; Undergraduate Students; *Verbal Communication
IDENTIFIERS- *Communication Behavior; *Teacher Immediacy

A study sought to better understand the construct of teacher verbal effectiveness. Teacher verbal effectiveness was theoretically conceptualized using certain variables: verbal immediacy, language intensity, self-disclosure, communication and accommodation, and humor. A scale was developed and factor analysis yielded a unidimensional teacher verbal effectiveness measure (TVEM) that contains four subscales. Subjects, 341 undergraduate students, were asked to indicate how often their teachers engaged in selected verbal communication behaviors using a 5-point scale; the 38-item measure includes verbal communication behaviors and examples of specific verbal messages that were generated from existing communication variables. The TVEM was found to have internal consistency as well as face and convergent validity. Results indicated that, although not all assessments of validity were obtained, some of the theoretical differences between teachers' verbal and nonverbal communication were revealed. Findings suggest that, contrary to the original suppositions that verbal effectiveness and nonverbal immediacy operate in the same way, they function in different ways. Future research needs to focus on the theoretical differences between nonverbal and verbal communication. (Contains 4 tables of data and 61 references; a sample survey form is appended.) (Author/CR)

ED 404 690   CS 509 440

Wolniewicz, Rebecca
The Psychology of the Graduate Student: A Preliminary Study.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Graduate Students; *Graduate Study; Higher Education; Interpersonal Relationship; Questionnaires; Speech Communication; *Stress Variables; *Student Attitudes; Student Motivation; Student Surveys
IDENTIFIERS- *Self Report Measures; Southern Illinois University

A study examined the perils and risks of graduate school for students. The study used information from an interview with Dr. Jean Cunningham, Chief Psychologist at Southern Illinois University, to design a questionnaire to collect self-report data regarding the stressors that influence graduate students'

*Evaluation Criteria; *Evaluation Methods; Evaluation Problems; *Evaluation Research; *Program Effectiveness; *Research Methodology

The thesis of this paper is that, in evaluating most innovative educational projects that are conducted in schools, tenets of formal experimental design and associated inferential data analysis methods should be given limited emphasis. The basis of this thesis lies in the problems and difficulties that undermine the design and implementation of the typical project. Sections of the paper include discussions on design problems and difficulties, data collection, data analysis and reporting, statistical proportions as an evaluative measure, and graphs. These are followed by a presentation of the considerations that may be made in an evaluation report in the face of the problems and difficulties. (Contains 14 references.) (RR)

ED 404 710 EA 024 163

School Emergency Planning Guide. Revised.
PUB DATE- Oct 90
NOTE- 123p.; Supersedes ED 199 888.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Compliance (Legal); Elementary Secondary Education; *Emergency Programs; *Guidelines; Hazardous Materials; Natural Disasters; Rescue; *School Safety; *Statewide Planning
IDENTIFIERS- *Pennsylvania

Guidelines to help school districts in Pennsylvania recognize potential hazards and develop a plan of community action are presented in this guidebook. The 1988 Emergency Management Services Code requires that every publicly funded state school have a disaster response plan that is exercised annually. Further, all publicly funded educational institutions and their transportation systems are to be available for emergency use. The objectives of this planning guide are to: (1) improve the safety of school facility users; (2) inform administrators of the legal requirements of the Code; (3) assist coordination among administrators and local and county emergency managers; (4) stimulate the development of an ongoing system for staff preparedness training and the evaluation of school emergency procedures (particularly district-wide emergency procedures); and (5) encourage the teaching of community safety systems as part of the curriculum. Individual sections provide information on the following topics: plan development; warning systems; floods; hazardous materials; emergency drills; emergency management organization; developing a district emergency plan; and hints for principals. Appendices include an extract of the Emergency Management Services Code, a suggested table of contents for an emergency operations plan (comprising two-thirds of this document, a sample plan, a sample county/private agency agreement, and state and local organizational charts. (LMI)

ED 404 711 EA 024 176

Schlessman-Frost, Amy
Parents' Perceptions of School's Success in Three Follow Through Communities: A Preliminary "Ethno" Evaluation.
PUB DATE- Apr 92

student achievement, and let students do the talking. Six figures are included. (Contains 15 references.) (LMI)

ED 404 730 EA 028 226

Conflict Resolution: Learning To Get Along.
PUB DATE- 95
NOTE- 33p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Conflict Resolution; Discipline Problems; Elementary Secondary Education; Holistic Approach; *Interpersonal Communication; Peace; *Problem Solving; Student Behavior; *Teacher Student Relationship

Although the issues of conflict and violence cannot be blamed on schools, schools are one of the most logical places to tackle problems associated with conflict. This booklet offers practical tips to help school leaders, staff, and students resolve their disputes peacefully. It focuses on student-versus-student and student-versus-teacher conflicts. Part 1 describes systemic strategies for teachers and staff that use peer mediators to incorporate conflict management into the curriculum. The second part offers discussion starters and scenarios targeted primarily at problem solving among middle and high school students. Part 3 offers strategies to mitigate conflicts between students and educators. The best conflict-resolution programs help individuals help themselves by teaching empathy, anger management, impulse control, and listening skills. A list of resource organizations is included. (LMI)

ED 404 731 EA 028 227

Penn, Alexandra; Williams, Dennis
Integrating Academic and Vocational Education: A Model for Secondary Schools.
PUB DATE- 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Learning; *Curriculum Design; Educational Responsibility; Education Work Relationship; Elementary Secondary Education; *Integrated Curriculum; *Labor Force Development; Nontraditional Education; *Relevance (Education); Theory Practice Relationship; *Vocational Education
IDENTIFIERS- Brevard County Public Schools FL

The two-track system that divides academic education from vocational education no longer supports students' interests. This book describes a practical approach to integrating academic and vocational education, focusing on achieving a seamlessly integrated curriculum. Chapter 1 describes the rationale of a high school program--the Cocoa Academy for Aerospace Technology (CAAT) in Brevard County, Florida--that combines aerospace technology with traditional education. Chapter 2 discusses the role of technology in education and CAAT's use of technology-learning activities (TLAs), which are hands-on, interdisciplinary, problem-solving activities.

*Partnerships in Education; Philanthropic Foundations; Program Evaluation; Program Implementation

Between 1992 and 1996, the John S. and James L. Knight Foundation awarded nearly $7.5 millions to support 26 education-reform programs nationwide. This report presents outcomes of the 26 projects, which focused on developing collaboration between schools and institutions of higher education. The report examines the effects of school-college partnerships on students and teachers at the elementary, secondary, and postsecondary levels. Data were gathered from site visits to 16 projects in their second or third year of foundation support and from surveys of individual participants. The evaluation found that school-college partnerships can foster significant improvements in educational opportunities that, in turn, contribute to greater student learning. Chapter 1 describes collaborations as relationships of varying types--cooperative, symbiotic, and organic. Chapters 2 through 4 present the actual lessons learned about the stages of project design, implementation, and evaluation. Each lesson in the report is accompanied by examples from projects that illustrate a lesson learned or a feature of implementation. The fifth chapter describes how the evaluation has influenced the foundation's planning for next steps of the Excellence in Education program. Appendices contain descriptions and contacts for the 26 projects, a summary of lessons learned, and a list of topics and issues addressed by the projects. (LMI)

ED 404 751 EA 028 256

West, P. R., Sr.
Financing the Future of Education & Explaining Public K-12 Funding Cost for the 21st Century: A School Finance Primer.
PUB DATE- 14 Nov 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Federal Aid; *Financial Support; Local Issues; *Property Taxes; *Public Schools; School Funds; *School Support; State Aid; Tax Allocation; *Tax Effort
IDENTIFIERS- Worthington City School District OH

The three primary sources of funding for public education in America are the federal government, the state government, and the community. This paper presents an overview of trends in funding K-12 public education; the stability of local-funding sources; the value of public education as a factor in cost; political influences on school funding; fiscal implications and local level influence; and the importance of linking educational goals, outcomes, and educational funding. A conclusion is that there are many fiscal (cost of doing business), political (the tax question), and educational reasons (21 Century global standards) for increasing fiscal allocations for public K-12 education. Unfortunately, dependence on local taxpayers places schools in a precarious position. Outdated state-formula systems result in many school districts begging for funding on a biannual basis. (Contains 20 references.) (LMI)

ED 404 752 EA 028 257

Kushman, James W., Ed.
Look Who's Talking Now: Student Views of Learning in Restructuring Schools.

which summarizes provisions on parent rights in recently passed state education legislation; and "Forging EDGES: Excellence via Partnership" (Cynthia Specia Shade), which describes a partnership between a school and community that has resulted in an expanded gifted and talented elementary education program. Some articles include references. (CR)

ED 404 771 EC 305 195

Sayler, Michael, Ed.
Talents for the 21st Century.
PUB DATE- 96
NOTE- 23p.; Includes only theme-related materials, extracted from serial issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Educational Strategies; Elementary Secondary Education; Females; *Gifted; Home Schooling; Humanities Instruction; Intelligence Differences; Magnet Schools; Models; *Talent; *Talent Development
IDENTIFIERS- Multiple Intelligences

This theme issue of a Texas journal on gifted education focuses on future challenges and options. "A Thoughtful Look at the Concept of Talent Development" (Francoys Gagne) discusses definitions of giftedness and talent and describes a differentiated model of giftedness and talent that includes five aptitude domains: intellectual, creative, socioaffective, sensorimotor, and others. "There and Back Again: Searching the Past for Future Answers" (Michael W. Cannon) describes a middle school humanities-based program for gifted students. In "Open the Door to Multiple Intelligences," Carol Bedard recounts using Howard Gardner's Multiple Intelligences theory in her heterogeneous classroom. The article provides sample classroom activities for students with different intelligences. "Magnet Programs for Gifted Girls: A Parent's Perspective" (Ava Welge and Beth Fouse) describes a gifted girl's experience in a middle school magnet program. In "Home Schooling Gifted Children: The Ultimate Pullout Program," Brooke Randal discusses her experience in home-schooling and the resources she has used to teach. Articles include references. (CR)

ED 404 772 EC 305 196

Rachal, Patricia, Ed.
How State and Local Interagency Partnerships Work.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 19p.; Final issue.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; Community Programs; Coordination; *Deaf Blind; Education Work Relationship; Models; *Partnerships in Education; Program

least from the project. (CR)

ED 404 790 EC 305 294

Spicker, Howard H.; Aamidor, Shirley E.
Project Spring II: Science Curriculum Modifications for Rural Disadvantaged Gifted Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 78p.; For related documents, see EC 305 293 and EC 305 295.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Economically Disadvantaged; Elementary Education; Evaluation Methods; Field Instruction; *Gifted Disadvantaged; Inservice Teacher Education; *Minority Group Children; Program Implementation; *Rural Education; *Science Curriculum; Science Instruction; Student Evaluation; Talent; Videotape Recorders; Workshops
IDENTIFIERS- Multiple Intelligences

This manual is an overview of the science curriculum intervention that occurred in a federally funded project to identify and serve the needs of gifted and talented economically disadvantaged students (grades 3-8) from minority populations. An introduction discusses the training in curriculum development and methodology, based on Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences, that was provided at teacher workshops. Examples of how the multiple intelligence model can be used in the curriculum are given. The importance of providing a differentiated-experiential curriculum and how this might be accomplished are discussed next. Following, the curriculum intervention at each of the project's three sites is reviewed, and actual examples are provided for the water unit and forestry unit, as well as project modifications. Classroom activities are described, including an explanation of how to use a videoportfolio and an artifact box exchange network. A section on junior high school science curriculum describes labs and projects that can be used to further instruction. Appendices include a more detailed explanation of theories on the major categories in the cognitive domain and multiple intelligences, why field experiences should be provided and how to prepare for them, possible assessment measures and evaluation techniques for rural gifted students, and a science curriculum matrix. (Author/CR)

ED 404 791 EC 305 295

Spicker, Howard H.; Aamidor, Shirley E.
Project Spring II: Identifying Rural Disadvantaged and Ethnically Diverse Gifted Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 205p.; For related documents, see EC 305 293-294.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ability Identification; Cultural Background; *Economically Disadvantaged; Elementary Education; Evaluation Methods; *Gifted Disadvantaged; *Inservice Teacher Education; *Minority Group Children; Program Implementation; Rural Education; Student Characteristics; *Student Evaluation; Student Placement; Talent; Workshops

submitted to ERIC (Educational Resources Information Center) for inclusion in its database. Five indexes provide access to project information by principal investigator, competition number, institution, state, and subject. (DB)

ED 404 808 EC 305 326

Weiler, Mary Josephine
Development, Implementation, and Evaluation of an Integrated Team Approach for Interviewing Candidates To Work in a Residential Treatment Center.
PUB DATE- 96
NOTE- 135p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; *Emotional Disturbances; *Employment Interviews; Interprofessional Relationship; Participative Decision Making; *Personnel Selection; Residential Institutions; *Residential Programs; Surveys; *Team Training; Teamwork

This report describes the development and implementation of an integrated team approach for interviewing candidates for employment with a residential program that serves children (ages 10-18) with emotional disturbances and behavior disorders. The integrated interview approach was accomplished by: (1) training the supervisors to increase their knowledge, understanding, and competence in planning the interview and evaluating the interview results; (2) providing the residents an opportunity to participate in identifying characteristics and qualities necessary for a child care worker in a residential treatment center for children and adolescents; (3) developing and implementing an applicant interview rating form to identify the 13 most important characteristics and qualities of a child care worker based on job functions and duties; and (4) eliminating the current two-part interview process and replacing it with a comprehensive, integrated, and structured one-part interview. Strategies are presented for organizing, structuring, and evaluating the interview process. Appendices include a supervisors' training guide, a description of the procedure for conducting an integrated team interview, sample survey and evaluation forms, an applicant interview rating form for a residential child care worker, a checklist for conducting effective interviews, and interview questions. (Contains 20 references.) (CR)

ED 404 809 EC 305 327

Teleconference on Communication Aids for Cognitively Impaired Children. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); Computer Software; Elementary Secondary Education; *Information Dissemination; *Mental Retardation; Program Effectiveness; Program Evaluation; *Teleconferencing; Video Equipment

Chang, Moon K.; And Others
Accommodating Students with Disabilities: A Practical Guide for the Faculty.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 102p.; For a related document, see EC 305 347.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Assistive Devices (for Disabled); *Classroom Techniques; College Faculty; Communication Aids (for Disabled); *Disabilities; Hearing Impairments; Higher Education; Learning Disabilities; Media Adaptation; Physical Disabilities; Visual Impairments
IDENTIFIERS- *Academic Accommmodations (Disabilities); Testing Accommodations (Disabilities)

This guide is designed to assist university professors in making decisions on their instructional planning and delivery by expanding and refining their repertoire of accommodations for their students with visual and hearing impairments, physical disabilities, and learning disabilities. Part 1 suggests a five-step procedure for making decisions on providing accommodations to students with disabilities. Steps include identifying individual needs, matching student needs with accommodations, implementing the accommodation plan, evaluating outcomes of accommodations, and utilizing the outcome. Part 2 presents accommodations not involving specialized materials and devices for students with different types of disabilities. Testing accommodations for students with disabilities are also addressed. Part 3 lists materials and devices that are not readily available to professors for their classes but have a high impact on accommodations. Short descriptions of these materials and devices are presented. Personal computer access problems and modifications to make the computer accessible to students with disabilities are also discussed. Appendix A includes Internet addresses of resource organizations and Appendix B provides examples of specialized materials and devices for accommodating disabilities. (Contains 62 references.) (CR)

ED 404 828 EC 305 363

Thacker, Cheryl
Handbook on Autism.
PUB DATE- Aug 96
NOTE- 215p.; Some pages are printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Behavior Modification; Case Studies; *Communication Skills; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Interpersonal Competence; *Intervention; Play; Preschool Education; Reading Materials; Skill Development; Student Placement
IDENTIFIERS- *Aspergers Syndrome

This handbook provides information on various techniques and

This paper discusses French and American cultural differences and their effect on the conduct of business in both countries, as well as the results of the Banque Indosuez survey of French and American attitudes towards each other. The French tend to be less committed to schedules, appointments, and deadlines than Americans, and are more circumspect in business communication and meetings. They still have some aversion to discussing money, and are less willing to take economic risks than Americans. The French education system is highly centralized and emphasizes logic, mathematics, and language skills, whereas the American system is decentralized and more pragmatic. The majority of French business executives and government officials are graduates of the Grandes Ecoles, forming a powerful elite that, in reality, run the country. French executives are seen as more cultured and better educated than their American counterparts, but with less practical experience. Although French society is highly centralized and regulated, many rules are routinely ignored. French attitudes toward sexual harassment in the workplace are more lax than in the United States, with 45 percent of French women believing that being asked to spend the weekend with a superior to discuss a possible promotion did not constitute sexual harassment. (MDM)

ED 404 846 FL 022 158

Myers, Dan
Teaching Chinese Negotiating Style through Examination of Key Chinese Categories.
PUB DATE- 93
NOTE- 41p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Communication; *Chinese; Cultural Differences; Foreign Countries; Higher Education; *Language Usage; *Metalinguistics; Persuasive Discourse; Second Language Instruction; *Semantics
IDENTIFIERS- Negotiation Processes; Taiwan

This study examined different shades of meaning that a single word may have in Chinese in an effort to better understand the relationship between language and culture. An understanding of the exact meaning of Chinese words and expressions can greatly assist non-Chinese in understanding both the language and the society as a whole. A total of 102 students from National Chengchi University and National Taiwan Normal University in Taipei participated in the study. The students were given short vignettes to read which contained the Chinese morpheme "dai," which can mean "to watch," "to wait," or "to be ready." They were then asked to identify if the action portrayed in the vignette really reflects the meaning of the word. Results indicated that students identified dai most strongly in vignettes that combined all three meanings or the latter two meanings. The vignette which illustrated only the meaning "to wait" was identified as least representative of "dai." The results suggest that the word "dai" is not equivalent to the English word "wait," and is in fact much more active, emphasizing watching and readiness. Four appendixes provide copies of the questions and answer sheets in both Chinese and English. Contains 51 references. (MDM)

Witness: The Movie. A Material Development Project.
PUB DATE- 1 Mar 91
NOTE- 69p.; Master's Thesis, School for International Training. Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; Amish; Audiovisual Instruction; Class Activities; Classroom Techniques; Cross Cultural Studies; *Cultural Awareness; *English (Second Language); *Films; *Instructional Materials; Listening Skills; Material Development; Second Language Instruction; Skill Development; Speech Skills
IDENTIFIERS- Criminal Justice System; *Witness (Film)

A teaching guide and series of exercises for high-intermediate or advanced English-as-a-Second-Language (ESL) instruction based on the movie "Witness" are presented. The materials are designed primarily to develop English listening and speaking skills and enhance awareness of American culture and the criminal justice system. The teaching guide gives background information on the materials' design, the various classroom teaching activities provided, and some options for classroom presentation for different skill levels. Several additional teacher resources are also cited. The instructional materials themselves consist of: a series of questions to accompany silent previewing of the film and then viewing with sound, and some questions extending to viewing/listening experience; background information on the Amish and on the American criminal justice system; a list of characters; comprehension and extension questions to accompany 31 specific clips from the film; and questions designed to provide the teacher with feedback on the materials' usefulness. Contains 8 references. (MSE)

ED 404 867 FL 024 429

Cincotta, Madeleine Strong
Cinema in the Classroom: Creating a Climate for Meaningful Communication.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Error Correction; *Films; Higher Education; Instructional Materials; Language Skills; Learning Motivation; Secondary Education; Second Language Instruction; *Second Languages; Skill Development; Student Motivation; *Writing Exercises
IDENTIFIERS- *Screenplays

A discussion of the communicative approach in the second language classroom reasserts its value while highlighting some of the difficulties in implementing the approach: time constraints; difficulty in providing motivation for communication in the more formal language registers; potential imbalance in emphasis on oral and written communication skills; and finding a communication-enhancing method for correcting errors, among others. Use of films in the classroom is proposed as a means of overcoming these difficulties. Film can be used simply to provide an opportunity for developing listening skills and as a

Orleans, Margaret
Language-Specific Composition Warm-Ups.
PUB DATE- Nov 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Foreign Countries; *Interference (Language); *Japanese; Second Language Instruction; *Second Languages; Transfer of Training; Translation; *Writing (Composition); *Writing Instruction

Classroom techniques for encouraging native Japanese-speaking learners of English to begin the writing process in English, rather than depending on translation from Japanese, are offered. They consist of short, structured exercises with parameters based on spelling, word length, syllable count, alphabetization, pronunciation, letter shape, and other untranslatable aspects of English. At the beginning of each class meeting, a new exercise is presented. For example, students are given one or two model sentences in which every word begins with a certain letter, or are asked to rephrase a sentence without using a given letter. Successful attempts are written on the board to encourage students. After these exercises, students proceed to regular classroom writing tasks. Twenty-six exercises are described, organized according to the untranslatable feature on which they are based, as noted above (spelling, etc.). Contains 41 references. (MSE)

ED 404 888 HE 025 817

Crawford, A. E.
Academic Advising at UNO. Report of the 1991 Student Survey.
PUB DATE- Oct 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; College Students; Faculty Advisers; Higher Education; *Student Attitudes; Student College Relationship; Surveys; Teacher Student Relationship
IDENTIFIERS- *Adviser Role; Advisory Systems; *University of Nebraska Omaha

A study was done of student perception of academic advising at the University of Nebraska, Omaha (UNO). The study surveyed 638 students who participated in the early registration process for the Fall 1991 semester. Of those students, 269 were men and 369 were women and 8.3 percent were members of a minority group. The study instrument was the "Survey of Academic Advising" developed by the American College Testing Corporation (ACT) which explores student background, advising information, advising needs, impressions of the advisor and additional information. The completed instruments were processed by ACT and returned to campus for further analysis. Responses presented a mixed picture with 73 percent of students satisfied with the advising delivery system and satisfied with the assistance received from their advisors. At the same time, 51-95 percent of the sample did not discuss most of the advising topics with their advisors and offered mixed reviews with

Education; Delivery Systems; Evaluation Methods; Foreign Countries; Industrial Training; Instructional Development; Instructional Effectiveness; Motivation Techniques; Needs Assessment; Performance Based Assessment; Postsecondary Education; Resources; Training Methods; *Vocational Education
IDENTIFIERS- *Australia; National Standards

This booklet, which is intended for vocational educators/trainers in Australia, explains the principles and techniques of competency-based training (CBT). The following topics are discussed in the first 10 sections: the decision to adopt CBT in Australia; the meaning of competency; teaching and learning to become competent (competency standards as the base of many workplace activities, the National Training Board's role in guiding CBT's development); the framework for CBT; identification of the need for training (preparing to train, formulating training plans); training design and development (establishing expected outcomes in terms of jobs' competency standards, breaking complex outcomes down into simple steps, choosing the assessment approach, planning the learning program's sequence, reviewing the process with participants, checking existing training programs); organization of training resources (using a checklist and enlisting supervisors' aid in the training process); training delivery and evaluation (striving for continuous improvement, understanding recent changes in the trainer's role, making learners the focus of training delivery); assessment of trainees' performance (the key to effective learning, competency-based assessment, assessment in the CBT framework); and the extras involved in implementing CBT (doing the paperwork, promoting a learning culture). The final 2 sections contain a 70-item bibliography and a glossary. (MN)

ED 404 439 CE 073 312

Linking Education and the Workplace: An Imperative for New Jersey's Economic Future.
PUB DATE- 96
NOTE- 24p.; Report developed by the State Employment and Training Commission's Task Force on Education and Workforce Quality.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Curriculum; Delivery Systems; Economic Change; *Educational Change; *Educational Needs; Educational Objectives; *Education Work Relationship; Employer Attitudes; Government School Relationship; Hearings; Labor Market; Leadership; Needs Assessment; Parent Participation; Position Papers; Program Evaluation; Relevance (Education); *School Business Relationship; Secondary Education; State Government; *Statewide Planning; Teacher Education; *Vocational Education
IDENTIFIERS- Employer Surveys; *New Jersey; Stakeholders

New Jersey's Task Force on Education and Workforce Quality was formed in 1995 to develop recommendations to ensure a strong, mutually beneficial relationship between New Jersey's education system and the needs of its evolving labor market. The task force conducted a needs assessment that was mailed to approximately 1000 New Jersey employers (response rate, 10%) and held hearings in 4 New Jersey towns that were attended by 116 individuals. Among the topics/issues examined by the task force were the following: purpose of education; education's role in relation to global competition, the changing workplace, new understanding of learning/education, and technology; New

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Audiovisual Aids; Classroom Techniques; Corporate Education; Curriculum Development; Group Dynamics; Job Skills; *Learning Theories; *On the Job Training; Program Development; Program Evaluation; Program Implementation; Teaching Methods; Training Methods

This book provides an overview of training in business along with a step-by-step guide for trainers to use in designing and presenting training programs for adults. The 10 chapters cover the following: (1) the training field--what it is; (2) designing the course; (3) delivering the course--the start-up; (4) learning theory; (5) course members; (6) learning methods; (7) managing the group; (8) the communication process in training; (9) audiovisual aids; and (10) evaluation of training. Each chapter includes objectives, exercises, a summary, and suggestions for further reading. An appendix suggests applications of the book's material for trainers, and a bibliography contains 121 references. (KC)

ED 404 458 CE 073 382

Kirk, James J.; Kirk, Lynne D.
Training Games for Career Development.
PUB DATE- 95
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Choice; *Career Development; Career Planning; *Educational Games; *Employer Employee Relationship; Employment Qualifications; Job Search Methods; *Management Games; On the Job Training; Promotion (Occupational); Quality of Working Life

This book is designed to be used as a supplemental instructional resource by teachers of courses and training workshops on a variety of career-related matters. Along with almost 60 games, the book contains background information on numerous career subjects and a six-step game selection model to help users locate the game best suited to achieve their instructional objectives. The games deal with a wide range of career topics: career motivation/resilience, development, dynamics, climate, promotion, and management. They can also be deployed to teach and reinforce career-related concepts. Each game is coded according to both its career topic and its instructional role, making game selection especially easy for the trainer with particular goals to accomplish. Each game includes specific instructions, as well as before, during, and after facilitation guidelines. Two appendixes provide answers to games and a gaming catalog containing certificates and props for games. (KC)

ED 404 459 CE 073 388

Gender Equity in New Jersey 1996. Secondary and Adult Enrollment in Vocational Education Programs and Single Parent Projects.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Enrollment; Females; Males; *Nontraditional Occupations; Nontraditional Students; *One Parent Family; Postsecondary Education; Secondary Education; *Sex Fairness;

Vocational programs were found to have solid employer support in Michigan. The survey respondents and focus group members believed the following: employers should play a meaningful role in vocational curriculum design/development; vocational curricula should be ground solidly in industry-based skill standards; and interpersonal skills (teamwork, decision making, problem solving, sociability) should be taught along with technical skills in school- and work-based settings. Support for school-to-work initiatives and for increasing marketing of vocational education's benefits to students, parents, the general public, school counselors, and school board members was also strong. (Seventeen tables are included. Appendixes constituting approximately 40% of this document contain the following: survey questionnaire and cover letter; thank-you letters to survey and focus group respondents; and focus group questions, cover letter, and meeting summaries.) (MN)

ED 404 477   CE 073 416

Woloszyk, Carl A.
Models for At Risk Youth. Final Report.
SPONS. AGENCY- Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
PUB DATE- 30 Aug 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Articulation (Education); Career Exploration; Community Involvement; Delinquency; Demonstration Programs; *Disadvantaged Youth; *Dropout Prevention; Economically Disadvantaged; Educational Quality; *Education Work Relationship; Evaluation Criteria; Females; *High Risk Students; Leadership; Learning Disabilities; Limited English Speaking; Minority Groups; Models; Physical Disabilities; Postsecondary Education; Program Administration; Secondary Education; Standards; Substance Abuse; Tech Prep; Truancy; Underachievement; *Vocational Education

Secondary data sources, including the ERIC and National Dropout Prevention Center databases, were reviewed to identify programs and strategies effective in keeping at-risk youth in school and helping them make successful school-to-work transitions. The dropout prevention model that was identified features a system of prevention, mediation, intervention, and recovery activities beginning with preschool youth and leading to adulthood. A review of 20 exemplary vocational programs for special needs students established the following elements as critical to effective transition programs: strong administrative leadership/support; formalized articulation and communication; individualized curriculum modifications and appropriate instructional settings; comprehensive support services (including ongoing career guidance/counseling); and occupational experience. Nine exemplary programs representing diverse geographic regions and institutional settings were identified and profiled. The programs focused on the following groups: economically disadvantaged youth; youth with physical/learning disabilities; females and minority youth; youth with limited English proficiency; underachieving/unmotivated youth; chronically truant youth; substance-abusing youth; juvenile offenders; and tech prep students. (Contains 29 references. Appendixes constituting approximately 50% of this document contain the following: profiles of the 9 exemplary programs; standards/quality indicators for evaluating programs for at-risk students;

IDENTIFIERS- *Arkansas

The work values and job satisfaction of Arkansas business educators in secondary school systems and community/technical colleges were examined through a survey of a random sample of 129 of Arkansas' 926 secondary and community/technical college business educators. Of those teachers sent surveys (67 secondary and 62 community/technical college business educators), 64.5% responded. Respondents completed a demographic information, the Values Scale (a measure of work values), and the Minnesota Satisfaction Questionnaire (MSQ) (a measure of job satisfaction). Data were analyzed by multivariate analysis of variance, t-tests, and effect sizes. The secondary business educators valued cultural identity, economic rewards, and economic security more than the community/technical college business educators did. No differences were found between the job satisfaction of the secondary and community/technical college business educators as measured by the MSQ; however, a self-report form that was also used indicated that the community/technical college educators were more satisfied with their jobs than were the secondary-level educators. Among the secondary-level educators, males valued achievement, advancement, authority, autonomy, cultural identity, physical prowess, prestige, and risk more than females did. No gender differences regarding work values or job satisfaction were discovered among the community/technical college subsample. (Contains 21 references.) (MN)

ED 404 495   CE 073 444

Stewart, Richard Lee
The Development of a Competency Based Food Preparations Curriculum for High School Special Needs Students in New Castle County, Delaware.
PUB DATE- 96
NOTE- 95p.; Master of Arts Thesis, Delaware State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Competency Based Education; Cooking Instruction; Curriculum; *Curriculum Development; Curriculum Evaluation; Employer Attitudes; *Food Service; High Schools; *High School Students; Needs Assessment; Questionnaires; *Special Needs Students; *Statewide Planning
IDENTIFIERS- *Delaware; Employer Surveys

A competency-based culinary arts food preparation curriculum for Delaware high school students with special needs was developed during a project that included the following activities: review of the state's existing culinary arts curriculum for regular education students; incumbent worker survey administered to 24 restaurant owners/managers/assistant managers in New Castle County, Delaware, who would employ the special needs students in entry-level positions; and analysis of food service jobs listed in the U.S. Department of Labor's "Dictionary of Occupational Titles" (DOT). The 21-member Craft Advisory Committee of the New Castle County Vocational School District reviewed the revised curriculum to ensure that it met the career opportunities available to special needs students in a food preparation program. The new curriculum for special needs students contains units on the following topics: fundamentals of culinary arts, safety/sanitation, weights/measures, tools/equipment, food production/preparation, service procedures/techniques, and baking. It is designed to prepare students for entry-level positions in the following occupations: busperson; cook's helper; food prep person; pot

individual as the unit observation. The research used Program Year 1990 JTPA termination and associated program participation records in Illinois and Texas. Two principal measures of success were used: 155% of poverty (application of a factor of 1.55 to federally defined poverty income levels) and strict-steady employment (continuous employment, potentially with several employers). Participation patterns reflected the national policy shift toward more intensive longer-term services. The share of terminees continuously employed increased from 25 to 28 percent in Illinois from the first to the second postprogram year, but was roughly constant in Texas at about 35 percent; earnings success rates rose in both states. Longer-term program success rates were consistently higher for males, adults, whites, those with greater educational attainment, and those receiving no public assistance at enrollment. Two variables had the most pronounced and statistically significant effects on rates of success: prior work and earnings and securing a full-time job at termination from JTPA. Field interviews indicated that constrained choice and empowered counselors were associated with successful programs. (Appendixes include data tables and detailed regressions results for Illinois and Texas; and additional results for Texas adjusted for family status and size. Contains 49 references. (YLB)

ED 404 513 CE 073 521

O'Reilly, Patrick A.; And Others
A Field-Based Approach to Vocational Education Reform.
PUB DATE- 3 Dec 95
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Objectives; Educational Research; Faculty Development; Long Range Planning; Program Development; Program Evaluation; Program Improvement; Secondary Education; State Programs; Statewide Planning; *Teacher Education; *Trade and Industrial Education
IDENTIFIERS- *Virginia

A project described and examined the status of secondary trade and industrial (T&I) education in Virginia and made recommendations to improve such programs. Statewide enrollment data were retrieved for the school years 1986-87 through 1992-93. Questionnaires gathered concerns and recommendations of public school personnel about T&I programs. T&I teachers received a separate questionnaire that collected demographic information. Eight regional meetings attended by members of business, industry, and the general public were held. Focus groups and nominal group techniques were used to collect concerns and recommendations from these groups. A state task force was formed to review and analyze data and propose elements of a strategic plan for the long-range improvement of T&I education. Results indicated an eight percent decline in enrollment. Questionnaire respondents and meeting attendees identified the following concerns: funding, collaboration, teachers, and guidance. The project refined the purposes and related goals of T&I education and identified desired characteristics that focused on access, flexibility, and cost effectiveness. A preliminary proposal for an overall long-range redesign model had three basic components: an "instructional unit based" program component; teacher preparation and

IDENTIFIERS- Missouri

This manual is designed to be used independently by students in secondary health occupations programs or by individuals receiving on-the-job training in a physical therapy department or clinic. A clinical site is needed for individuals to practice physical therapist aide skills and demonstrate mastery of those skills. A glossary appears first. The manual is divided into seven units: explore the field of physical therapy; basic patient care; patient mobility; assisting with treatment; range of motion exercise and ambulation; maintaining treatment areas; and office communication. Units are divided into from one to three lessons, which contain the following: lesson objectives, key terms, content information, illustrations, activity sheets, and clinical/laboratory activity sheets as appropriate for the content. Activity sheets are designed to assist the learner in mastering the information in each lesson. The clinical/laboratory activity sheets should be reviewed or discussed with the instructor or clinical supervisor upon completion. A unit checklist at the end of each unit provides a method for keeping track of activity sheets, clinical/laboratory activity sheets, skill sheets, and written unit evaluations to be completed in the unit. The written unit evaluations that should be taken after all lessons in a unit are studied and skill sheets are included at the end of the manual. A separate instructor's key provides answers to activity sheets and unit evaluations. A competency record for evaluating student achievement of each competency is provided. (YLB)

ED 404 532 CE 073 551

Matyska, Bob
Missouri Business Education Handbook.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Feb 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; *Business Education; Career Counseling; Career Guidance; Course Descriptions; Educational Finance; Elementary Secondary Education; *Marketing; Postsecondary Education; Professional Development; *Program Development; Program Implementation; Public Relations; Resource Materials; *Sex Fairness; State Curriculum Guides; Student Certification; Student Evaluation; Student Organizations; *Work Experience Programs
IDENTIFIERS- Missouri

This guide is designed to serve as a resource document for business educators that can be adapted to reflect the individual needs of schools and communities. It is intended to assist them as they assume a major role in providing information about the program to guidance counselors, school administrators, teachers, parents, representatives from the business community, and others. The guide contains 13 sections: (1) curriculum (key content areas for elementary through postsecondary students; curriculum framework; sequencing competencies/courses; 19 course descriptions; articulation; delivery systems; and business partnerships); (2) supervised

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Education; Academic Standards; *College Students; *Course Selection (Students); *Employment Level; Females; Higher Education; *High School Graduates; High Schools; *Majors (Students); Males; Student Employment; *Work Experience

This report contains data from "The Condition of Education 1996" on issues that are central to the process of work preparation: course-taking patterns among high school and postsecondary students, student experience as it relates to preparation for entry into the labor force, and adult involvement in education and training while employed. Some of the findings are as follows: (1) high school graduates in 1994 took a much higher percentage of courses in academic core subjects than did graduates in 1982; (2) high school students' access to and use of computers increased substantially between 1984 and 1993; (3) proficiency levels of 17-year-olds have improved in mathematics and science since the late 1970s; (4) increasing proportions of high school graduates are entering postsecondary education immediately after high school; (5) postsecondary subbaccalaureate degree majors vary considerably by sex and race-ethnicity; (6) at the baccalaureate level, students are more likely to major in applied fields of study, rather than more general, liberal arts education; (7) nearly 30 percent of high school students work at least part time; (8) almost half of full-time and 85 percent of part-time college students were employed in 1993; and (9) many adults participate in education for work-related purposes, and many receive on-the-job training. (KC)

ED 404 551 CE 073 600

Bugarin, Alicia
California's Job Training Programs: Financial and Outcome Data.
PUB DATE- May 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Budgets; Correctional Education; Delivery Systems; Disadvantaged Youth; Dislocated Workers; Economically Disadvantaged; Enrollment; Federal Government; *Financial Support; Job Development; *Job Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Public Agencies; Retraining; Social Services; *State Agencies; *State Programs; Tables (Data); Technical Institutes; Two Year Colleges; *Vocational Education; Vocational Rehabilitation; Youth Employment; Youth Programs
IDENTIFIERS- *California

This report examines the services, funding, clientele, and program outcomes of each of California's job training programs. The first part of the report consists of tables detailing the following: the sources of the $4.178 billion dollars spent on California's job training programs in fiscal year 1995-96 and the $3.764 billion spent on the same programs in fiscal year 1994-95; overlapping services in job training programs serving various categories of youths and adults (low-income individuals, disabled workers, offenders, employed individuals who are seeking to upgrade their skills, public aid recipients, job-ready persons, and dislocated workers); and job training services delivered directly to clients (work force training and supportive services). The remainder of the report consists of brief descriptions of the job training programs provided by each of the following California agencies/institutions:

groups engage in collaborative or transformative learning, the distinction between individual and group learning becomes more invisible. The facilitator fosters, assists, supports, and helps with accomplishing learning tasks by sharing responsibilities with learners; establishes and maintains the group learning environment; and provides information about the group process. The facilitator's roles and responsibilities change to correspond to the group's purposes and goals. Size is an important characteristic of groups, with smaller groups (six or less) being more cohesive and productive. Facilitator-selected groups tend to perform better. Important considerations when structuring group learning for adults are the experience's purpose, an appropriate role for the facilitator, and group formation. (YLB)

ED 404 570 CE 073 644

Kerka, Sandra
Developing Collaborative Partnerships. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Agency Cooperation; Community Cooperation; *Cooperation; *Cooperative Programs; Economically Disadvantaged; Employment Services; Institutional Cooperation; Labor Force Development; *Partnerships in Education; Program Development; *Shared Resources and Services; Social Services

Collaboration has become a pervasive strategy for systemic change in human services, education, government, and community agencies. Collaborative partnerships require a change in thinking and in operating. Such changes can be intimidating or threatening. In addition, other barriers must be overcome to make partnerships work. Examples of successful collaborations are as follows: the Workforce Development Center in Waukesha, Wisconsin, which provides an integrated, seamless system of employment services; and the Learning Community in Flint, Michigan, that exemplifies the trend toward integrated family service centers that include training and educational opportunities for adults and children. Successful collaborations require a great deal of effort to begin and continuous attention to sustain. Six categories of success factors are environment, membership, process/structure, communication, vision, and resources. Steps for developing collaborations include the following: (1) envisioning results; (2) empowering the effort; (3) ensuring success; and (4) endowing continuity. Successful collaborations focus on changing the system. The key is the quality of personal and professional relationships among the people in the agencies and communities involved. (Contains 10 references.) (YLB)

ED 404 571 CE 073 645

Brown, Bettina Lankard
Task Analysis Strategies and Practices. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.

about the current economic climate and labor market opportunities, and help them develop sufficient self-confidence to be more self-sustaining in pursuing their goals. One such model addresses these goals by allowing the group goals and activities to define the purpose of the group. Members' needs and roles are then developed from two sources: needs related to the career challenges of members, and needs related to being a group member. Group design is thus established so that group activities are congruent with both group purpose and the stage of group development. Such a model remains fluid and dynamic. (RJM)

ED 404 589 CG 027 406

Burnett, Paul C.; Demnar, Wayne
The Relationship between Closeness to Significant Others and Self-Esteem in Children.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Foreign Countries; Friendship; Intermediate Grades; Interpersonal Relationship; *Intimacy; Parent Child Relationship; *Peer Influence; Self Concept; *Self Esteem; *Significant Others; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- Australia

The relationships that children have with significant others influences the perceptions that they hold of themselves. This study examined the relationship between closeness to significant others and self-esteem. Children (n=142) in grades 4-6 responded to statements concerning self-esteem and were asked to rate how close they felt to mother, father, two closest friends, and to their teacher. Results indicated a significant difference between closeness to mother and closeness to father in favor of the mother. While correlational analyses indicated significant relationships between closeness to significant others and self-esteem, closeness to a particular significant other was critical. Although subjects reported high rates of closeness to both mother and father, closeness to mother was the more significant predictor of children's self-esteem for both boys and girls. Closeness to teachers was found to be related to self-esteem but more so for girls than boys. Overall, the study suggested that the children's self-esteem was related to (in order of importance) closeness to mother, peers, teacher, and father. However, regression results indicated that closeness to mother and teacher were predictive of self-esteem for girls while only closeness to mother was predictive of boy's self-esteem. (Contains 11 references.) (RJM)

ED 404 590 CG 027 407

Burnett, Paul C.
Childrens' Self-Talk and Significant Others' Positive and Negative Statements.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).

preference for having work checked by peers than students in Title 1/tutor; and (8) students in grade 5 reported a greater preference for mobility than students in grades 3 and 4. It appeared that no one element of learning style was the contributing factor to improved academic achievement. Other results are also reported. Appendices present copies of correspondence, a demographic data sheet, and an instructions sheet. Contains 20 references. (RJM)

ED 404 609   CG 027 676

Connections Kit.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 274p.; The non-print components of this kit (i.e., audiotapes and videotapes) and the two posters are not included with the ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjustment (to Environment); Adolescents; *Alcoholism; American Indians; Children; Child Welfare; *Coping; Elementary Secondary Education; Prevention; Therapeutic Environment; *Therapy; *Well Being
IDENTIFIERS- *Children of Alcoholics; Native Americans; *Resilience (Personality)

Children of alcoholics (COAs) generally experience high levels of anxiety and depression, particularly those in grades five through eight. The materials in this program intend to help these children by improving their group environments and by helping them grow in developmentally healthy ways. The components of the program are research based and designed to foster resiliency among all young people, not just COAs. The information attempts to be culturally relevant and sensitive and aims at mobilizing "all available healing potential." The kit's printed components include: (1) "Making the Connection: A Program Guide"; (2) "Leader's Guide"; (3) activity worksheets; (4) "Building Resilience in Children of Alcoholics, a Reference for Teachers of Grades 5 through 8"; (5) "Marta's Choice: Making the Connection"; (6) "Life is Belonging: an American Indian Photo Album." The kit's non-print components include: (1) a VHS videocassette that teaches basic facts about alcohol, alcoholism, and the risks encountered by COAs; (2) a companion audio-cassette tape, which builds on the tradition of story telling and tries to foster a sense of community, the importance of rituals, and the special value of children to the community; (3) a VHS videocassette about two boys from two different African American families suffering from alcoholism; in addition, the kit includes two wall posters. (RJM)

ED 404 610   CG 027 687

Gladding, Samuel T., Ed.
New Developments in Group Counseling.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English

alone. The SEM serves as a guide for writing an episode script that the storyteller can refer to when the episode is being learned for telling. Memorizing an entire episode is not advisable--telling the events in the storyteller's own words permits revising the telling with each practice. Depending on the time allotted and the response of the audience, the story can be expanded or condensed. Through storytelling, students experience new genres and new worlds beyond their prior interests and habits in reading. (Contains a 24-item list of children's literature cited and 6 references.) (RS)

ED 404 629 CS 012 728

Wise, Anna
The High-Performance Mind: Mastering Brainwaves for Insight, Healing, and Creativity.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Behavior Modification; *Biofeedback; *Cognitive Processes; *Cognitive Restructuring; Creative Thinking; Interpersonal Communication; Learning Strategies; Meditation; Problem Solving; *Success
IDENTIFIERS- Alpha Feedback Training; *Brain Waves; Healing; High Performance Skills; *Self Monitoring

This book aims to enlighten its readers on how to achieve optimal human efficiency, well-being, and balance through "brainwave training." According to the book, the 4 kinds of brainwaves--beta, alpha, theta, and delta--communicate with each other to pass information between conscious and unconscious mind. Mastering these brainwaves through meditation and therapeutic techniques can help individuals in healing from serious illness, in entering creative states at will, in becoming more effective leaders and problem solvers at home and at work, and in improving interpersonal relationships. The combination of brainwaves discussed in the book allows individuals to use all aspects and levels of consciousness to benefit their health. By achieving this pattern at will, individuals can move forward into self-healing of both physical illnesses and emotional scars. The book also explains how brainwaves play a part in nonverbal communication. By understanding and learning to control these brainwaves, a whole new means of human interaction can be considered. The techniques outlined in the book are practical, easy, and innovative--they can help to "awaken" the mind and lead to a high-performance life. An appendix on meditation and a list of additional resources conclude the book. (NKA)

ED 404 630 CS 012 729

Randle, LaDonna
What Is the Effect of Pre-School Attendance on Reading Achievement at the Third Grade?
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

*Writing Instruction; *Writing Teachers; Writing Workshops
IDENTIFIERS- Academic Discourse Communities; Job Relatedness;
*Teaching Perspectives; Writing Thinking Relationship

By intertwining narratives, journals, interviews, and traditional analysis and argument, this book offers an ethnographic account of a diverse group of community college faculty working together to revise their writing center's tutor protocols and expectations for student writing. In doing so, it takes postsecondary writing teachers to the place referred to as the "border"--the sometimes conflicted space occupied by the two-year college, between high schools and universities, between academia and the workplace. In the course of the book, these teachers, including nursing, statistics, history, and English faculty, address many of the unique concerns facing two-year college faculty: reconciling their specialized knowledge with the college's commitment to general and comprehensive education; initiating students who have had little success in school into the academic enterprise; and reconceiving their work to include both scholarship and teaching. The book also engages in broader debates about the nature of good writing, writing instruction, and the educational mission of the two-year college. Beyond its ethnographic account, the book offers insight into theoretical questions regarding authorship and evaluation and presents s view of community college faculty as reflective and impassioned practitioners. An appendix is entitled "What Each Discipline Wants--A Conversation." Contains 63 references. (MKA)

ED 404 650 CS 215 741

Coffey, Rosemary K.; Howard, Elizabeth F.
America as Story: Historical Fiction for Middle and Secondary Schools. Second Edition.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Class Activities; *Curriculum Enrichment; Instructional Effectiveness; Intermediate Grades; Middle Schools; Multicultural Education; *North American Culture; *Novels; Reading Motivation; Recreational Reading; Secondary Education; *United States History
IDENTIFIERS- *Historical Fiction

Intended for use with grades 5-12, this book offers 201 titles of carefully selected novels as an antidote to students' laments about history being boring--good historical fiction that animates the data found in textbooks. The book is an expanded and updated edition of an earlier publication and includes 86 new titles, as well as 40 titles recommended for advanced readers. Each entry in the book includes brief annotations, comments on what readers will learn about historical events, and suggestions for reports and activities. The book should be useful for librarians as an expert selection guide; for teachers as a tool to blend fiction into their curriculum; for homeschooling parents as assistance in lesson planning. The book contains an expanded section for eighth graders on the American Revolution and the Civil War. The stories in the book reflect the many cultures of America, including African Americans, Asians, Europeans, Latinos, and Native Americans. (CR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *Educational Environment; Interviews; Junior High Schools; *Junior High School Students; *Language Usage; *Student Attitudes; *Student Evaluation; Student Motivation
IDENTIFIERS- *Discourse Communities

Schools are places where teachers evaluate students and where teachers alike are immersed in an ongoing evaluative discourse. Obligatory participants in this discourse throughout the length of their schooling, students internalize, reconstruct, and reproduce school's evaluative impulse. A study traced four tenth-grade students' descriptions, experiences, and interpretations of evaluative discourse in their junior high school, especially focusing on ways of talking about effort, ability, and school success or failure. Each student participated individually in five semi-structured audiotaped interviews, which were then transcribed and coded exhaustively for that student's descriptors of effort, ability, and performance. In a sixth session, each student reflected on these descriptors they had used, sorted the descriptors inductively into categories, and explained the rationale for this arrangement. Thus, students created an elaborated conceptual map of their perceptions of evaluative terminology used by them, peers, and teachers across a range of situational contexts at school. These meta-maps provide highly individualized pictures of four students' conceptions of school evaluative language and how it relates to their own and peers' achievement motivation, interpretations of instructional practices, and strategies for social survival. Examined across the four students, the meta-maps present an insight into the school community's accepted discourse, its subtexts and social implications, and the relationships between evaluative language and motivation for school learning. (Contains 4 references. A sample meta-map is attached.) (Author/RS)

ED 404 671 CS 215 769

Harper, Kathy
Composing as Meaning-Making: An Examination of Third-Grade Students' Composing Strategies and Behaviors across Curricular Areas.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Photocopied handwritten material may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Classroom Environment; Grade 3; Integrated Curriculum; Primary Education; Protocol Analysis; Whole Language Approach; *Writing Attitudes; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- Meaning Conditions; Ohio

A study investigated the writing done by third graders and the processes used when learning to use writing as a meaning-making activity. Four focal students were followed through composing episodes. The classroom was located in a suburban, upper middle class area in Ohio. Less than 3% of the school district population were members of a minority group. The classroom teacher used a whole language philosophy, an informal learning lives. Of 50 surveys distributed to speech communication graduate students, 24 responded (15 women and 9 men). Results indicated that graduate students risk more than academic failure when entering a graduate program--they risk their health, financial security, and personal relationships. Findings suggest that graduate students feel pressure to prioritize academic achievement over all other values--that they privilege academic assignments over personal activities, especially those related to their well being. While students must comply with institutional deadlines, much greater stress is engendered by personal expectations. Includes a sample survey. (CR)

ED 404 691 CS 509 441

Schaller, Kristi A.; Callison, Marybeth G.
Multiple Intelligences and Student Learning: Reframing Our Teaching Methods in the Basic Public Speaking Course.
PUB DATE- Nov 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Higher Education; *Intelligence Differences; Introductory Courses; Learning Activities; *Learning Processes; *Public Speaking; *Student Characteristics; Student Needs; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences; Theoretical Orientation

This paper discusses the theory of multiple intelligences (H. Gardner, 1983) as it applies to the basic public speaking course. According to the paper, the multiple intelligences theory (MI) suggests that intelligence should not be viewed as a single dimension, but rather as a composite of several aptitudes and talents. The paper states that Gardner theorizes that individuals have different intelligences and, therefore, different aptitudes for learning. The basic public speaking course is an ideal forum to incorporate MI theory and that instructors should use a variety of teaching methods to stimulate students' multiple intelligences. it notes that the seven intelligences individuals may possess are: bodily-kinesthetic; verbal-linguistic; logical-mathematical; musical-rhythmic; visual-spatial; interpersonal-social; and intrapersonal-introspective and describes each type. MI theory can be used in three positive ways by instructors in public speaking: teaching skills valued by the community; developing interdisciplinary curricula; and personalizing instruction to reflect differences among students. Classroom assignments, speech topics, and sample exercises appropriate for each type of intelligence are suggested in the paper. Contains 16 references. (Author/CR)

ED 404 692 CS 509 442

McCann, Beckie
Implementing a Reciprocal Dimension to Service Learning: Participatory Research as a Pedagogical Enterprise.
PUB DATE- Nov 96

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Ethnography; Federal Programs; Hispanic Americans; Low Income Groups; Non English Speaking; *Parent Attitudes; Parent Participation; *Parent School Relationship; Primary Education; Program Evaluation; Rural American Indians; *Rural Urban Differences; *School Effectiveness; Success; Urban Areas

Findings of a study that explored parents' views of education and their evaluations of their school's success are presented in this paper. The parents represented families involved in a Follow Through program, a federally sponsored education program that serves low-income children in kindergarten and the primary grades who had been enrolled in Head Start or similar preschool programs. The sample included three communities--one urban, multicultural Southwest (46% Hispanic, 47% Yaqui, Native American); one rural, Native American (a reservation in the southwest--the Tohono O'odham); and one rural, Appalachian (98% white). A 1990 survey of 812 parents yielded 195 responses (a 24 percent response rate) and a 1991 survey of 635 parents produced 226 usable returns (a 42 percent response rate). Interviews were also conducted with a total of 21 parents, most of whom were mothers. Reading received a unanimous and pervasive high ranking at all sites among all survey groups. Findings indicate that longterm parent participation in the program produced a sense of community cohesion and that the quality of school experiences may be improving for these families. The primary significance of these findings is the "voice" they have given each community's parent participants for input into educational decision-making. Sentiment in the non-English speaking community was very strong that interviews should be concluded in the families' home languages. Ten tables are included. (Contains 21 references.) (LMI)

ED 404 712 EA 024 180

Tessmer, Martin; Wedman, John
The Practice of Instructional Design: A Survey of What Designers Do, Don't Do, and Why They Don't Do It.
PUB DATE- Apr 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Evaluation Problems; *Instructional Design; Measurement Techniques; Models; *Research Design; *Research Methodology; *Research Needs; Research Problems; Theory Practice Relationship

Findings of a study that determined the ways in which practicing administrative course developers utilize instructional design activities in their design projects are presented in this paper. A survey was administered to 30 participants in a training and development group within a large organization and mailed to 43 other practicing instructional designers from a wide variety of contexts. Approximately 47 percent of the

Movement toward CAAT's system of learning, called "virtual learning," is described in chapter 3. In virtual learning, students and facilitators teach each other how to learn; the curriculum blends a range of disciplines; students learn in teams; facilitators teach in teams; all problem-solving activities have real-world relevancy; and authentic assessment is used to evaluate learning objectives. Examples of virtual-learning activities are provided in the fourth chapter. Chapters 5 through 8 describe the process for developing a curriculum framework and learning objectives, the steps for writing virtual-learning activities, and ways to sustain the program. The final chapter concludes that the integrated academic-vocational curriculum is central to democracy in public schools. A glossary and 11 figures are included. (Contains 35 references.) (LMI)

ED 404 732 EA 028 228

Hargreaves, Andy, Ed.
Rethinking Educational Change with Heart and Mind. 1997 ASCD Yearbook.
PUB DATE- 97
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Equal Education; Family School Relationship; Professional Development; *Resistance to Change; Student Attitudes; Student Evaluation; Teacher Student Relationship; Time Management

Fundamental educational change is more difficult, complex, and controversial than the change professional literature has acknowledged. This Association for Supervision and Curriculum Development (ASCD) yearbook is a collection of writings that address the difficulties of educational change. Following the foreword by Frances Faircloth Jones and the introduction by Andy Hargreaves, the chapters include: (1) "Rethinking Educational Change: Going Deeper and Wider in the Quest for Success" (Andy Hargreaves); (2) "Schooling and Family in the Postmodern World" (David Elkind); (3) "Equity Lessons from Detracking Schools" (Jeannie Oakes, Amy Stuart Wells, Susan Yonezawa, and Karen Ray); (4) "Students' Perspectives on School Improvement" (Jean Rudduck, Julia Day, and Gwen Wallace); (5) "Teachers, Time, and School Reform" (Nancy E. Adelman and Karen Panton Walking-Eagle); (6) "Failing Schools or Failing Systems?" (Kate Myers and Harvey Goldstein); (7) "Setting Goals in Turbulent Times" (Mike Schmoker); (8) "Rethinking Assessment and Accountability" (Lorna M. Earl and Paul G. LeMahieu); (9) "Collaborative Action Research for Educational Change" (Richard Sagor); (10) "Networks, Reform, and the Professional Development of Teachers" (Ann Lieberman and Maureen Grolnick); and (11) "Emotion and Hope: Constructive Concepts for Complex Times" (Michael Fullan). A list of ASCD board of directors for 1996-97, review council members, and headquarters staff are included. Each chapter contains references. (LMI)

ED 404 733 EA 028 230

Bertrand, John E., Ed.; Stice, Carole F., Ed.
Empowering Children at Risk of School Failure: A Better Way.
PUB DATE- 95

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Data Analysis; *Data Collection; Elementary Secondary Education; *Learning Motivation; *Learning Strategies; *School Restructuring; *Student Attitudes; Student Needs

Since 1988, a team composed of staff from 10 educational regional laboratories, teachers, administrators, and students have worked to become a learning community. This report describes the development and activities of the restructuring collaborative that gathered information on students and learning. Chapters 2 through 8 present case studies from an elementary school, three high schools, a network of reforming schools, a group of reform-minded teachers, and a survey of Kentucky students. The case studies represent the views of over 1,000 students from diverse communities and schools on school restructuring. Methods included interviews, small focus groups, surveys, and observation. Chapter 9 discusses common themes that emerged from the case-study data: (1) Students are keen observers of how people relate to each other within the school walls; (2) a variety of learning styles exists, which necessitates providing a variety of learning activities; and (3) students continue to view success in school in very traditional terms. Chapter 10 discusses how schools can systematically gather information from students in a short time, outlining three "data-in-a-day" strategies for gathering, collecting, and analyzing data. Twenty tables are included. Appendices include copies of the interview guides, the survey instrument, and contact information. (LMI)

ED 404 753 EA 028 259

Survival Skills: A Guide to Making It on Your Own. Connections: Linking Work and Learning Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Basic Business Education; Career Planning; *Communication Skills; Community Involvement; *Curriculum Development; *Daily Living Skills; Education Work Relationship; *Independent Living; *Relevance (Education); Secondary Education; Student Needs

This guidebook offers suggestions for teaching survival skills to students. It provides strategies for implementing key elements of an approach to learning survival skills that engages students as active, self-directed learners in the community. The guidebook is designed to help educators link students to resources in the community so that they will learn and use survival skills, which in turn will help them achieve their goals and lead independent lives. Part 1 discusses different survival skills, the reasons for teaching them, the ways in which the learning of survival skills is structured, and who is

Effectiveness; Program Evaluation; Secondary Education; State Programs; Team Training; *Teamwork; Technical Assistance; *Transitional Programs

This newsletter theme issue describes a state-local team partnership model for interagency transition efforts for young adults with deaf-blindness. Excepts from a presentation by Jane M. Everson identify key aspects and characteristics of effective state and local interagency partnerships. These include: (1) strategies for initiating and organizing teams; (2) the importance of confirming team membership; (3) strategies for conducting local needs assessments; (4) usefulness of value and mission statements; (5) the importance of developing team structures and operational procedures; (6) strategies for fostering team effectiveness; (7) outcomes attained by focusing on individuals; (8) strategies for maintaining a team's direction and focus; (9) strategies for developing and implementing action plans; and (10) the importance of monitoring and evaluating a team's effectiveness. Characteristics of an effective group are listed. The task behaviors that are necessary to help accomplish action steps and the maintenance behaviors to ensure health team cohesiveness are also identified. A strategy is described for assessing and building the commitment level of team members, and information is provided on how to set goals and objectives and evaluate outcomes of a team. (CR)

ED 404 773 EC 305 197

McManus, Marilyn C., Ed.
Families, Managed Care, & Children's Mental Health.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Behavior Change; Children; Cultural Awareness; Delivery Systems; *Emotional Disturbances; *Family Programs; Federal Legislation; Health Care Costs; Health Insurance; *Health Maintenance Organizations; Health Needs; Health Services; *Mental Health Programs; Parent Participation; Policy Formation; Welfare Services

This theme issue of a bulletin on family support and children's mental health focuses on managed care and the impact on children who are in need of mental health services. Articles include: "Private Sector Managed Care and Children's Mental Health" (Ira S. Lourie and others); "Just What Is Managed Care?" (Chris Koyanagi); "Managed Behavioral Health Care and Family Involvement: The Arizona Experience" (Teri Sanders); "Georgia Family Organization Plays Key Role in Delivery of Children's Mental Health Services" (Sue Smith); "Montana's Managed Care Gold Rush" (Barbara Sample); "Philadelphia County Develops Family-Friendly Behavioral Managed Care Plan" (Estelle B. Richman); "Consumer Involvement in Managed Care" (Bazelon Center for Mental Health Law); "Ending Discrimination in Health Insurance through Federal Law: A Children's Mental Health Perspective" (Michael M. Faenza); "Principles of Family Involvement in the Development and Operation of Managed Health and Mental Health Care Systems for Children and Youth" (Federation of Families for Children's Mental Health); "Operationalizing Cultural Competency in a Managed Care Environment" (Josie T. Romero); "A System in Transition: CASSP Principles Revisited" (Judy Robison); "Managed Care in

This manual was developed as part of a project to identify and serve the needs of gifted and talented economically disadvantaged students (grades 3-8) from ethnically diverse populations. Section 1 presents a leader's manual for a workshop designed to help teachers understand that many gifted students are not being identified for program intervention with traditional identification procedures and that innovative procedures must be used to find bright children in all cultures and populations. The workshop examines traditional identification procedures and characteristics of gifted children, characteristics of students from rural and economically disadvantaged backgrounds who are Hispanic and African American, and the role of teachers in identifying these hidden gifted students through the use of innovative identification methods. Section 2 presents a workshop manual on preparing teachers to use new procedures and instruments in ability identification, including contests, writing samples, the Torrance Streamlined Test of Creative Thinking, parent information, community/adult information, and teacher recommendations. Section 3 shows participants how to put together a profile analysis using information and material collected on each student and how to determine the appropriateness of the student's placements. Copies of overheads and handouts are provided in the appendices. (CR)

ED 404 792 EC 305 296

Lotan, Meir; Roth, Dana
Reduction of Stereotypical Hand Movements in Girls with Rett Syndrome: Two Case Studies.
PUB DATE- Jul 96
NOTE- 17p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Case Studies; Females; Foreign Countries; *Intervention; *Physical Disabilities; *Physical Therapy
IDENTIFIERS- *Rett Syndrome; Stereotyped Behavior; *Vibrotactile Stimulation Aids

This study explains the characteristics and treatment of individuals with Rett Syndrome and presents two case studies that investigated the use of interventions in reducing stereotypical hand movements (SHM). The case studies involve two girls (ages 5 and 7) with Rett Syndrome who were enrolled in a special education school. Information was gathered on using different types of intervention to reduce SHM, including elastic bands and vibrators. The study found an inconsistency of effect of elastic bands and vibrators on the girls. Other findings include: (1) swinging in the swing had a positive effect on reducing SHM; (2) one of the girls preferred a tactile message to the hand, and rejected deep pressure through the joints; (3) the availability of objects and their distance from the girls (especially to the less ambulatory girl) had a great effect on the level of engagement with objects and response to external stimuli; and (4) the most effective position was found to be prone with objects 50 cm diagonally from the girls. Information sheets that could be used as overheads or handouts are attached. (CR)

This report discusses a 1990 video teleconference on communication aids and assistive devices for children with cognitive impairments, sponsored by the U.S. Department of Education's Office of Special Education Programs. The target audiences (parents, disabled individuals, local education agencies and organizations that serve or support special education students, employers, public television stations, and vendors) and structure of the teleconference are described, including the promotion, selection of technology products/vendors and the agenda. The results of evaluations by receiving sites of the print materials and teleconference elements such as panelists, presentations, and usefulness of information are provided. The report summarizes findings from the evaluation that indicate areas in which the teleconference could have been improved, including the desire for more product-specific video demonstrations. A final section of the report discusses conclusions and recommendations for future teleconference activities in the areas of promotion, scheduling, programs, video segments, and technology selection. Appendices include a draft script of the teleconference and the evaluation form that was sent to receiving sites. (CR)

ED 404 810 EC 305 328

Adaptation, Standardization, and Analysis of the New 8th Edition Stanford Achievement Test with Hearing Impaired Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Deafness; Elementary Secondary Education; Hearing Impairments; *Media Adaptation; *Partial Hearing; *Standardized Tests; Test Norms
IDENTIFIERS- *Stanford Achievement Tests; *Testing Accommodations (Disabilities)

This final report describes the accomplishments of a 2-year study designed to adapt and standardize the Eighth Edition of the Stanford Achievement Test (SAT-8) with a national, randomly drawn sample of 6,932 students (ages 7-20) with deafness and partial hearing. The project also assessed changes in achievement levels of students with deafness and partial hearing over the last 15 years, through analyses and comparisons of the 1974, 1983, and 1990 Stanford norming databases. The accomplishments of the project are described, including the preparation of materials and selection of the norming sample; the test administration, scoring, and reporting; the development of norms; and the analysis and dissemination of the project's data. Appendices--making up over 90% of the report--include the screening test materials; the draft of the technical manual; the SAT-8 supplemental administration manual; score interpretation materials; the hearing impaired norms booklet; and drafts of works in progress (including demographic and school program correlates of SAT-8 results with students with deafness and partial hearing, demographic and achievement changes from 1974 to 1990, and an item analysis of the SAT-8 with students with deafness and partial hearing.) (CR)

ED 404 811 EC 305 329

strategies that can reduce excessive behaviors and improve deficit behaviors in children with autism. Chapter 1 gives an overview of autism and discusses the development of social skills and play skills in individuals with high-functioning autism. The characteristics of children with Asperger's syndrome, the phenomena of hyperlexia, and the relationship of autism to mental retardation are also reviewed. The final section of Chapter 1 discusses research regarding behavior modification techniques as applied to individuals with autism. Chapter 2 presents techniques to increase and improve the social and communication skills of children with Asperger's syndrome. Interventions, such as integrated play groups and social reading strategies, are outlined and behavior modification techniques are presented. Chapter 3 provides a case study of a five-year-old boy with autism. His diagnosis and current educational placements are described. Appendices include the diagnostic criteria for autistic disorder, Asperger's disorder, and mental retardation; observation forms used in the case study; a bibliography of storybooks that can be used to increase vocabulary and comprehension skills; a sample lesson plan; and the suggestions of a speech and language pathologist for helping the boy develop better socialization skills. (Contains 58 references.) (CR)

ED 404 829   EC 305 364

Royer, Egide
L'Ecoles de la Deuxieme Chance: L'Adaptation de la Relation Pedagogique a des Jeunes en Difficulte Relationnelle (Second Chance Schools: Adaptation of Teaching Methods for Youth with Problems in Relating).
PUB DATE- Dec 96
NOTE- 15p.; Paper presented at Conference Internationale, Les Ecoles de la Deuxieme Chance (Marseille, France, December 9-10, 1996).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Foreign Countries; *Interpersonal Competence; *Intervention; Parent Participation; Parent School Relationship; Parent Student Relationship; Peer Relationship; Problem Solving; *Psychoeducational Methods; Secondary Education; Special Schools; Student Adjustment; Teacher Collaboration
IDENTIFIERS- Quebec

This paper outlines school-based intervention methods for students with behavior problems that have caused them to be excluded from their neighborhood school. The methods focus on developing the social competence of these youth. Four projects found to be effective in Quebec (Canada) secondary schools are described. One program provides an alternative to school suspension by creating a special class for students who have been removed from their classes for behavior problems. In the special class, which is led by a psychoeducator and resource teachers, the students complete assignments and reflect on the situation which led to their exclusion from their regular class. Students receive counseling and are gradually re-integrated into their original class. The second program focuses on social learning and involves teaching students effective problem solving strategies for dealing with classmates. The third program involves collaboration among members of the teaching team at a 75-minute weekly meeting where difficult classroom situations are presented and concrete

ED 404 847 FL 022 393

Liddicoat, Anthony
Bilingualism: An Introduction.
PUB DATE- 91
NOTE- 21p.; In: Bilingualism and Bilingual Education. NLIA Occasional Paper No. 2; see ED 355 759.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Foreign Countries; Language Research; *Language Typology; Linguistic Theory; Second Language Learning; Transfer of Training
IDENTIFIERS- *Australia

This paper on bilingualism defines the concept and its usage throughout the world. The various dichotomies that have evolved in the study of bilingualism are described: compound and coordinate, simultaneous and successive, additive and subtractive, and elite and folk. Balanced bilingualism, usually referring to an individual who has roughly equal ability in both languages, is also addressed. Studies that have examined advantages and disadvantages to children of bilingualism are reviewed and bilingual education, including cross-language transfer of skills, is addressed. (JP)

ED 404 848 FL 022 394

Dopke, S.; And Others
Psycholinguistic Aspects of Bilingualism.
PUB DATE- 91
NOTE- 60p.; In: Bilingualism and Bilingual Education. NLIA Occasional Paper No. 2; see ED 355 759.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Children; Cognitive Development; Comparative Analysis; Cultural Influences; Foreign Countries; *Individual Psychology; Language Acquisition; Language Attitudes; Language Research; Monolingualism; *Parent Child Relationship; Parent Influence; *Psycholinguistics; *Social Psychology
IDENTIFIERS- Australia

This paper considers psycholinguistic aspects of bilingualism from two perspectives: the psychology of the individual and social psychology. The linguistic development of children is described and research is presented that compares bilingual and monolingual children with respect to cognitive development. The emotional consequences of parents' decision to speak or not to speak their own language with their children after they have arrived in a new country is discussed as well as social factors that influence the levels of proficiency that bilingual speakers attain. The future of bilingualism in Australia is a function of people's attitudes to languages and varieties of language; social identity theory frames the discussion of Australian research on language attitudes. Recommendations focus on encouraging bilingualism at the family and community levels. (JP)

ED 404 849 FL 023 309

Carranza, Isolda
Contextualizacion y "Expresiones Pragmaticas": "Che" como Senal

stimulus for discussion or, linked with a source literary text, it can be used very effectively to motivate students to communicate using all language skills. The latter technique involves having students work together to create a visual version of a text, in screen play form, which is then compared with that of the screenwriters of the existing movie version. The film "Kaos" is used to illustrate the method. Various techniques for dealing with accuracy in communication are explored. (Author/MSE)

ED 404 868 FL 024 430

Cincotta, Madeleine Strong
Naturalising Linguistic Aliens: The Translation of Code-Switching.
PUB DATE- 96
NOTE- 11p.; Paper presented at a University of Western Sydney Conference on Interpreting and Translation (Sydney, New South Wales, Australia, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Code Switching (Language); Dialects; Discourse Analysis; Foreign Countries; *Interpretive Skills; *Language Patterns; *Language Variation; *Translation

This paper discusses how to treat code-switching in translations. Examples include use of a word or phrase that is a common expression in the ordinary source language but comes from a related classical language (e.g., "terra nullius," a Latin phrase used in English, a word or expression borrowed from a dialect related to the source language (e.g., "bonny wee lass"), a word in the source language modified to indicate the speech of a specific geographic location or group (e.g., "nuffink" for "nothing"), or an expression from an unrelated language (e.g., "je ne sais quoi"). The "alien" expression may be a word, phrase, or entire passage. Four possible translation solutions are considered: making no distinction between the different source languages; keeping the transfer in the original source language; using a slang or colloquial form; and finding another language or dialect, a second target language for the passage. The last is seen as the most satisfying and difficult. Techniques for approaching the task are discussed, including considering the overall effect intended, the style or register or ten expression, and whether it is too commonly used to be translated. Contains 10 references. (MSE)

ED 404 869 FL 024 431

Yumoto, Kazuko
From Formulaic Speech to Creative Speech.
PUB DATE- Mar 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; Discourse Analysis; *English (Second Language); Foreign Countries; Japanese; *Language Acquisition; *Language Patterns; *Language Processing; Learning Processes; Second Language Learning

A study of second language acquisition focuses on the transition from formulaic to creative speech patterns. Subjects were two native Japanese-speaking children, aged 4 and 8, learning English as a Second Language in New York, observed over a period of 2 years. The nature of formulaic speech is discussed, respect to the advisor/advisee relationship. In addition the response percentages and the satisfaction ratings provided by student sample members were below those for a national student sample and were frequently below that group in a statistically significant manner. Included are recommendations for improving the advising at UNO including a university-wide review of the nature and structure of academic advising. (JB)

ED 404 889   HE 026 511

Pickeral, Terry
Partnerships with Higher Education: Campus Compact. Our Other Youth. Programs and Practices.
PUB DATE- 19 Feb 93
NOTE- 6p.; A product of the Washington State Campus Compact.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College School Cooperation; Community Services; Elementary Secondary Education; *Experiential Learning; Higher Education; Instructional Innovation; *Partnerships in Education; *Public Service; *Service Learning; Services; *Student Projects
IDENTIFIERS- *Washington

This report explains the need for viable and effective partnerships between K-12 schools and institutions of higher education involving service and service-learning, and discusses the State of Washington's experience in this area. It is stated that both rural and urban schools have found service and service-learning to be effective methods of teaching content literacy as well as civic responsibility. There is a natural connection between K-12 and higher education in the area of service and service-learning with many colleges and universities in the state offering course credit through Cooperative Education Internships and courses that are designated as service-learning. Benefits of service and service-learning for the student, the K-12 school, college/university students, and the community are briefly listed. Contains a short resource list of four local, regional, and national organizations in the area of service and service-learning. (GLR)

ED 404 890   HE 027 258

National Report on Australia's Higher Education Sector.
PUB DATE- 93
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Administration; College Curriculum; College Faculty; Diversity (Institutional); *Educational Finance; *Educational History; Educational Research; *Educational Trends; Financial Support; Foreign Countries; *Government School Relationship; *Higher Education; Research; Trend Analysis
IDENTIFIERS- *Australia; Diversity (Student)

This document provides an official record of key events in the development of higher education in Australia from 1982-91 and documents the characteristics of the system and the individual institutions at the beginning of the 1990s. A foreword describes the Australian higher education sector, key developments of the decade, the sectoral balance, and Australian characteristics. Chapter 1 covers the history of

Jersey's current demographics and labor market; skills, competencies, and delivery systems; integrated stakeholders; and accountability measurement. Among the task force's recommendations regarding connecting activities/oversight, stakeholder education, curriculum, and state leadership were the following: work force investment boards must play a major role in forming local educational partnerships and connecting stakeholders promoting school-to-work/work-to-school initiatives; teacher certification requirements and preservice/inservice training must be improved to reflect the new work force readiness agenda; and curricula must reflect customer needs more fully. (Appended are the employer needs assessment results and statements of some of the 36 individuals testifying at the 4 hearings.) (MN)

ED 404 440   CE 073 338

Pisapia, John; Riggins, Earl
The Integration of Academic and Vocational Education. System Design.
PUB DATE- Jan 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; Academic Standards; Annotated Bibliographies; Curriculum Evaluation; *Delivery Systems; Educational Planning; Educational Policy; Educational Practices; Education Work Relationship; *Instructional Design; *Integrated Curriculum; Literature Reviews; Position Papers; Postsecondary Education; Regional Planning; Secondary Education; State of the Art Reviews; Synthesis; *Systems Approach; *Vocational Education; Work Experience Programs

The literature on integration of academic and vocational education was reviewed to identify strategies for school districts planning to integrate their academic and vocational programs. Among the topics examined were the following: reasons for integrating academic and vocational education; meaning of curriculum integration; essential components of integrated programs; forms and examples of curriculum integration; effectiveness of various curriculum integration efforts; and policy questions entailed in integrating academic and vocational programs. After the literature review had been completed, an instructional guidance system was proposed as a starting point for school divisions planning to integrate academic and vocational education. The proposal called for the following: curriculum of integrated academic and vocational education that is organized around academic and technical skills and personal qualities and delivered through situated learning; interdisciplinary approach in both academic and vocational classrooms; collaboration between vocational and academic teachers to devise thematic units/projects/assessments; curriculum situated in both school- and work-based learning environments; and appropriate connecting activities, including career counseling and service learning, to link both environments. (Contains 20 references. Also included is a 59-item annotated bibliography.) (MN)

ED 404 441   CE 073 340

Jarvis, Mary I.
Initial Considerations for Developing Workplace Curriculum (Based on Whole Language Concepts).
PUB DATE- 97

*State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey

This report reviews New Jersey educational system from 1992-95, showing the continuation and expansion of the gender equity set-aside programs. The review identifies barriers to female participation in the work force and proposes recommendations to eliminate those barriers and ensure equity and fairness to females who choose to enhance their work-related skills. The four sections of the report present the following: (1) secondary and adult occupational program enrollments for 1992-1995; (2) a profile of single parents and homemakers and services provided to them; (3) a profile of students in gender equity programs; and (4) a narrative of the three New Jersey Career Equity Assistance Centers. Graphs show the number of adult and secondary students enrolled in various cluster categories and the categories that have moved toward more balanced male/female representation. Women are typically enrolled in training for generally low-paying, low-skill jobs despite movement in some categories into professional and managerial jobs, and secretarial work is still the largest occupational area for women. Secondary student enrollments show more gender balance in vocational home economics; adult figures are more balanced in health professions and related sciences. The single parent category in the sex equity set-aside indicates significant changes in enrollment patterns, with 51 percent in nontraditional areas. (KC)

ED 404 460 CE 073 390

Programs Provide Needed Services to New Jersey Single Parents.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Programs; *Displaced Homemakers; Educational Opportunities; Followup Studies; *Nontraditional Occupations; *One Parent Family; Outcomes of Education; Program Effectiveness; Services; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey

During 1996, a total of 806 New Jersey single parents and displaced homemakers participated in 21 programs that were funded with Perkins Act set-aside funds and designed to provide participants with the educational services and occupational training needed to obtain high-wage, high-skill and nontraditional occupational education training. The program's clients received career counseling (85%), personal career assessment (67%), went through a basic skills assessment (61%), and received financial assistance for transportation (28%), tuition (27%), books (25%), child care (19%), and/or uniforms (7%). Clients also attended onsite career and life survival skills training and received basic skills and/or General Educational Development instruction. Of those individuals enrolled in occupational education, 440 were placed in two-year degree programs, certificate programs, or on-the-job training and 51% of enrollees were in areas nontraditional for their gender. According to the program participants, their biggest obstacles were lack of job skills, need for assistance with tuition and transportation, and child care issues. Of those glossary; and annotated bibliography of 13 organizations and 19 publications addressing the needs of at-risk youth.) (MN)

ED 404 478 CE 073 417

Falk, Ian, Ed.; Penson, Margaret, Ed.
Literacy, Adults and Diversity. Literacy & Learning Series, No. 1.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Programs; Community Education; *Educational Needs; Educational Philosophy; *Educational Practices; Educational Research; Foreign Countries; *Functional Literacy; Government Role; Government School Relationship; Institutional Characteristics; Knowledge Representation; Language Acquisition; *Literacy Education; Mathematics Skills; Power Structure; Program Development; Reading Diagnosis; Student Evaluation; Unemployment; Workplace Literacy
IDENTIFIERS- *Australia (Tasmania); Educational Kinesiology

This book contains eight papers reporting research projects that were conducted by adult language, literacy, and numeracy practitioners with funding provided through one-time scholarships to Tasmanian students in the field of adult language and literacy. The following papers are included: "Foreword" (Ian Falk); "Preface" (Margaret Penson); "How Do Power Relationships, within an Adult Literacy Initial Assessment for CES (Commonwealth Employment Service)-Referred Clients, Influence the Assessment Discourse?" (Maree Watts); "Which Agenda? The Dilemma for ALBE (Adult Literacy and Basic Education) Program Planners" (Ann Brooks); "Institutional Language and Power: A Critical Analysis of Hospital Language" (Steve Holden); "Does Educational Kinesiology Provide Cognitive Outcomes--And Is It Accepted by Adult Literacy and Basic Education Students?" (Rees Campbell); "How Does the Government's Special Intervention Program for the Unemployed Differ from What Tutors Consider 'Best Practice' within Adult Literacy and Basic Education? A Philosophical Enquiry" (Fay Forbes); "What Are the Critical Components of a Workplace Literacy Program in a Community and Health Setting?" (Patsy Hall); "How Can Language Reshape the Mathematical Knowledge of the Adult Learning from the Informal to the Formal?" (Toni-Anne Carroll); and "Diagrams and Text: Report on Recent Research, 1994-1995" (Stephen Coull). Most papers include substantial bibliographies. (MN)

ED 404 479 CE 073 418

Court, G.; And Others
Equal Opportunities in Social Science Research Careers. IES Report 310.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Level; Employment Patterns; *Equal Opportunities (Jobs); Females; Foreign Countries; Questionnaires; *Researchers; *Salary Wage Differentials; *Sex

and pan person; dish machine operator; and general sanitation/custodial worker. Appended are the following: new and original food preparations curricula; incumbent worker survey; list of restaurants surveyed; DOT extract; and advisory committee minutes. Contains 30 references. (MN)

ED 404 496 CE 073 445

Wardlow, George W., Ed.; Johnson, Donald M., Ed.
Partnerships for Success through Research in Agricultural Education. Proceedings of the 1996 National Agricultural Education Research Meeting (Cincinnati, Ohio, December 4, 1996). Volume XXIII.
PUB DATE- 4 Dec 96
NOTE- 485p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Agricultural Education; American Indians; Attitude Change; Case Studies; Cognitive Style; Comparative Analysis; Computer Uses in Education; Conventional Instruction; *Educational Needs; *Educational Practices; *Educational Research; Ethnic Groups; *Extension Education; Information Sources; Leadership Training; Learning Processes; Longitudinal Studies; *Outcomes of Education; Partnerships in Education; Postsecondary Education; Secondary Education; Sex Differences; Student Attitudes; Suburban Schools; Sustainable Development; Teacher Attitudes; Teaching Methods; Technical Writing; Urban Education; Vocational Education; World Wide Web
IDENTIFIERS- 4 H Clubs; Florida; Future Farmers of America; Illinois; Michigan; Mississippi; New York; Ohio; Oklahoma; Sustainable Agriculture

The following are among the 42 papers and 8 poster sessions included: "Association of Methodology and Student Learning Style on Student Perception of a Collegiate Leadership Course" (McNulty, Townsend); "Learning Styles and Cognitive Performance of Secondary School Pupils" (Cox, Connors); "Effect of Style-Specific Instruction on Achievement and Satisfaction of Field-Dependent and Field-Independent Learners" (Miller, Honeyman); "Suburbanites' Perceptions about Agriculture" (Thomson); "Attitudes toward Agriculture of Urban Students Enrolled in High School Agricultural Education by Gender and Ethnicity" (Talbert); "Native American High School Student Knowledge and Perception of Agriculture" (Frick, Wilson); "Case Analysis of a Website for an Agricultural Education Course" Terry, Briers); "Assessment of the Introductory Unit of an Applied Environmental Science Curriculum" (Garton, Birkenholz, Thompson); "Learning Styles of Secondary Agriculture Teachers and Students" (Garton, Thompson, Cano); "Perception of Agriculture as a Context for Elementary Science Teaching" (Trexler, Sudvedi); "Computer Integration by Agriculture Teacher Educators" (Miller, Connors); "Science Credit for Agriculture" (Johnson); "Critical Issues Facing Secondary Agricultural Education Programs" (Connors); "Enhancing the Agricultural Communications Curriculum" (Terry); "History of Graduate Programs in Agricultural/Extension Education in the United States" (Key, Oyawiri); "Current Status of Collegiate Agricultural Education Organizations" (Connors); "Subject Matter Topics Researched in Education and Extension Education" (Radhakrishna, Xu); "Method for Determining Equivalence between Science and Education Competencies" (Schmidt, Cox, Elliot); "Utilizing Two Approaches to Identify the Inservice Needs of Beginning Teachers of Agriculture" (Garton, Chung); "Block development component; and a program planning and evaluation component. Procedures for implementing the programmatic and teacher education and continuing development components were suggested. (YLB)

ED 404 514 CE 073 522

O'Reilly, Patrick A.; And Others
A Revised Approach to the Professional Development and Licensure of Secondary T&I Teachers.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- 6 Dec 96
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; *Professional Development; Secondary Education; *Teacher Certification; *Teacher Competencies; Teacher Education Curriculum; Teacher Qualifications; *Trade and Industrial Education; *Trade and Industrial Teachers

A new approach to the initial preparation and continuing professional development of trade and industrial (T&I) teachers is appropriate because the majority of secondary T&I teachers have not completed teacher education programs. To accommodate the needs of individuals desiring to become T&I teachers and the needs of the schools, the new system should incorporate these characteristics: both preservice and inservice teacher education in a field-based format; an instructional or modular approach to instruction; use of a trainer of trainers approach to delivery; formal system of mentoring; awarding of credit for demonstrated technical expertise; collaboration among selected colleges, community colleges, secondary vocational centers, and business and industry; pedagogical and technical skills as required components of teacher preparation; and multiple levels of licensure and add-on endorsements. Attention should be given to the initial needs of three groups who are preparing or are T&I teachers: graduates of approved teacher education programs; graduates of appropriate content areas; and nondegreed technicians, practitioners, and specialists. Proposed changes to licensure/endorsement are as follows: three levels of licensure (probationary, professional, and master); two levels of endorsements (general cluster and technical speciality); and add-on endorsements. (YLB)

ED 404 515 CE 073 523

Mooney, Marianne; Angel, N. Faye
Elementary Career Development Materials: A Teacher's Resource List.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Awareness; *Career Development; *Career Education; Career Exploration; Disabilities; *Education Work Relationship; *Elementary Education; Goal Orientation; Occupational Information; Portfolio Assessment; Sex Fairness; Teaching Guides

This resource for teachers lists 40 elementary career development materials that have been collected to assist teachers in business experience programs; (3) assessment section (systems of student and program evaluation, sample competency profile); (4) requirements and procedures for vocational business programs; (5) certification (secondary, vocational, applied academic); (6) professional development (including professional organizations); (7) student organizations; (8) promoting business education; (9) program advisory councils; (10) counseling and guidance services; (11) equity for special populations and for all students; (12) resources for business educators (names, addresses, and descriptions of 13 resource organizations); and (13) funding sources. Appendixes include the following: student organization chapters, tech prep coordinators, statements of the Policies Commission on Business and Economic Education, business teacher education programs, area vocational schools, and sample forms. (YLB)

ED 404 533 CE 073 553

Missouri Marketing Education Competency Profile. Cross-Referenced to Marketing Education Resources and the Missouri Show-Me Standards. Revised.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Course Content; Distributive Education; *Marketing; Minimum Competency Testing; *Performance; Postsecondary Education; Profiles; Secondary Education; *State Standards; *Student Evaluation; Student Records; Units of Study
IDENTIFIERS- Missouri

This packet consists of explanatory materials on the Missouri Marketing Education Competency Profile and related information. Section 1 describes the mission of marketing education, marketing occupations, curriculum framework, and curriculum alignment for the 1996 profile. Section 2 addresses 1996 revisions to the Missouri Marketing Education Core Curriculum, including the revalidation process and a list of revisions to the core curriculum. Section 3 contains the list of the revised Missouri Marketing Education instructional units, learner outcomes, and competencies. On this list, the lettering and numbering system of the instructional units, learner outcomes, and competencies is the system used on the "Cross-Reference Table to Marketing Education Resources," the "Cross-Reference Table to Show-Me State Knowledge Standards," and the "Cross-Reference Table to Show State Performance Standards." Section 4 provides a table that lists the six textbooks with which the revised competencies were cross-referenced. The following table cross-references the competencies with the textbooks according to the chapter of the text that contains information on that competency. Section 5 lists the Missouri Show-Me State Standards Knowledge Standards and Performance Standards. Two tables contain the learner outcomes cross-referenced to the knowledge standards and performance standards, respectively. A copy of the Marketing Education Competency Profile is attached. (YLB)

ED 404 534 CE 073 554

Department of Aging; California Conservation Corps; California Youth Authority; Department of Corrections; Employment Development Department; Department of Industrial Relations; Department of Rehabilitation; Department of Social Services; California community colleges; and Department of Education. Each program description contains information on some or all of the following: program purpose, budget, funding source, clients, service delivery, program effectiveness, and enrollment breakdown. (MN)

ED 404 552 CE 073 601

Colorado Job Training Partnership Act. Annual Report Program Year, 1994. July 1, 1994-June 30, 1995.
PUB DATE- 30 Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Dislocated Workers; Economically Disadvantaged; *Employment Programs; Federal Aid; Federal Legislation; *Job Training; Nontraditional Occupations; Program Effectiveness; Program Evaluation; Secondary Education; State Programs; Womens Education; *Youth Programs
IDENTIFIERS- *Colorado; *Job Training Partnership Act 1982

In Program Year 1994, Colorado divided its Job Training Partnership Act (JTPA) funds among adult and youth job training programs, summer youth programs, dislocated worker programs, and the Governor's Special Initiatives. JTPA staffing levels decreased at the same rate as the declining budget. The programs became especially efficient at using employment and training service providers as the number of participants served throughout the state increased during the same period. To manage existing employment and training needs, Colorado's JTPA organizations relied heavily on the public-private partnerships on which JTPA is based. The Governor's Special Initiatives included education coordination programs, such as school-to-work transition, literacy and lifelong learning, nontraditional employment for women projects, and coordination of employment and training services and older worker programs. Dislocated worker programs consisted of such statewide programs as regional reemployment centers, rapid response, and community college scholarships, and special programs such as major layoff grants, environmental occupations, and older dislocated workers. Colorado's nine service delivery areas offered similar job training and employment assistance and services for economically disadvantaged and dislocated workers, but tailored basic services to meet needs of specific populations in the local community. (Tables, charts, and diagrams illustrate budget allocations and performance results.) (YLB)

ED 404 553 CE 073 602

Edmunds, Niel A.; Smith, Clifton L.
Learning How To Teach. A Quick-Start Guide for Vocational-Technical Education Teachers.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Education; *Cognitive Processes; Content Analysis; Evaluation Needs; Job Analysis; *Job Skills; Postsecondary Education; Research Methodology; Secondary Education; Skill Analysis; *Task Analysis; Vocational Education

Worker-oriented, job-oriented, and cognitive task analyses have all been used as tools for closing the gap between what curriculum teaches and what workers do. Although they share a commonality of purpose, the focus, cost, and practicality of task analysis techniques vary. Worker-oriented task analysis focuses on general human behaviors required of workers in given jobs. Job-oriented task analysis is a systematic process for collecting information about the highly specific and distinct tasks--the technologies---required for particular jobs. Cognitive task analysis attempts to determine the thought processes workers follow to perform the tasks and identify the knowledge needed to perform the tasks at various levels. Five guidelines for practitioners in deciding which method(s) offer the best options for application are as follows: (1) determine the strategy of task analysis that is most likely to generate the specific information needed for the education/training program; (2) consider the cost efficiency of the strategy selected; (3) be able to ensure that the strategy provides acceptable and reliable information; (4) plan for periodic review and update of any task analysis; and (5) consider using a combination of methods to capitalize on the strengths of each. (Contains 11 references.) (YLB)

ED 404 572 CE 073 654

Nankivell, Clare
Building the Framework. The Development of Basic Skills Support in Further Education Colleges.
PUB DATE- Mar 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Diagnostic Teaching; Diagnostic Tests; *Educationally Disadvantaged; Foreign Countries; *Identification; Postsecondary Education; Remedial Instruction; Screening Tests; Technical Institutes; Tutoring; Vocational Education
IDENTIFIERS- *England; *Wales

An 18-month project researched the development of basic skills support in Further Education (FE) colleges in England and Wales. The methodology included 2 surveys of 206 colleges that provided basic skills support, and case studies of 8 colleges. The statistical surveys showed that many colleges were not collecting data relating to students needing basic skills support and that management information systems were not widely used. Almost one-third of students screened were found to need basic skills support, and of those identified almost 60 percent received it. Students identified as needing basic skills support were more likely to stay at college, complete their courses, and achieve qualifications if they received basic skills support. Three methods for identifying basic skills support need emerged: initial screening, tutor referral, and self referral. Basic skills support was provided through timetabled workshop classes, drop-in facilities, and on-course

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Children; Comparative Analysis; Foreign Countries; Friendship; Intermediate Grades; Interpersonal Relationship; Parent Child Relationship; *Parent Influence; *Peer Influence; Self Concept; Self Esteem; *Significant Others; *Teacher Influence
IDENTIFIERS- Australia; *Self Talk

Early cognitive theorists have emphasized the link between what people say to themselves and how they feel and behave. This study investigates the relationships between self-talk (what people say to themselves with particular emphasis on the words used to express thoughts and beliefs about oneself and the world to oneself) and significant others' positive and negative statements. A sample of 675 elementary school children in three middle classes schools completed two inventories, along with demographic items. The results of correlational analysis revealed that children who perceived that significant others talk positively to them appeared to have higher positive self-talk and lower negative self-talk than children who reported that significant others say negative things to them. The statements by significant adults seemed to have a differential effect on both positive and negative self-talk depending on sex. For boys, parental statements played a predictive role for positive and negative self-talk whereas for girls, teachers' statements were predictive for both types of self-talk. Negative statements by other children were significant predictors of negative self-talk for both boys and girls. (RJM)

ED 404 591 CG 027 409

MacMullin, Colin
Evaluating Social Skills Programs in Schools.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; Evaluation; Foreign Countries; *Interpersonal Competence; *Measurement Objectives; Program Effectiveness; *Program Evaluation; Quality Control; School Activities; *Social Development
IDENTIFIERS- Australia; Goal Setting; Social Skills Training

When researchers evaluate social skills programs, they essentially are measuring progress towards a goal. How they measure this progress hinges on the precision of the goal statements, the identification of valid and realistic process and outcome indicators, and the selection of appropriate data and methods for collection. This paper outlines the necessary steps for evaluating social skills programs. It is argued that evaluating such programs involves the same processes used in any evaluation exercise. The paper opens with a discussion of how to establish aims and goals, including a seven-step process for setting goals. Process and outcome indicators are outlined next, along with a series of questions and specific indicators for social goals. The paper then discusses some of the data needed to measure progress and the instruments and procedures that can be used for measurement, such as interviews,

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Techniques; *Counseling Theories; Counselors; Counselor Training; *Group Counseling; *Group Therapy; Models; State of the Art Reviews; Theory Practice Relationship
IDENTIFIERS- Group Characteristics

Group counseling is a rapidly changing field. This collection of 31 digests examines various aspects of group process and group counseling. The digests are arranged under different subject headings. In section 1, the nature of group work is examined, along with the evolution of group work training since 1990. The second section looks at application of theories in groups, highlighting such approaches as solution-focused counseling, impact therapy, and the use of gestalt psychodrama. The next heading explores groups in the schools and includes discussions of interferences to small group work, children of divorce, the use of creative arts, psychodrama techniques, and the inclusion of students with disabilities in group work. Working with adults and families is covered in section four. This section offers insights into helping older adults age, conducting parent education groups, multiple family group therapy, and multifamily group psychotherapy. Section five deals with group dynamics and group processes. Some of the suggestions here center on efficient therapy groups, using corrective feedback, using self-concept as an integrator of group process, and group psychotherapy and close friendships. A group model is also offered. Since many groups accompany special circumstances, section six gives advice on handling clients experiencing grief, how to confront hostile behavior, group dynamics and problem members, interventions with ex-cultists, members with disabilities, and multicultural group counseling. The last two sections delve into teamwork and its importance in group work, and the education of groups and of group specialists. Contains an annotated bibliography of resources on group process and group counseling. (RJM)

ED 404 611 CG 027 688

Loesch, Larry C., Ed.; Vacc, Nicholas A., Ed.
Research in Counseling and Therapy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; *Counseling Psychology; *Counseling Theories; Counselors; *Research Methodology; Research Needs; Research Problems; Research Proposals; State of the Art Reviews; *Theory Practice Relationship; Therapy
IDENTIFIERS- Research Integration

There exists in the counseling and therapy professions the paradox of widespread endorsement of research with little use of, or engagement in, research in actual practice. This situation exists in large part because many counselors and therapists are less knowledgeable of research than they are of clinical practice. This collection of digests, therefore, provides professionals in therapy and counseling with

DESCRIPTORS- Comparative Analysis; *Grade 3; *Instructional Effectiveness; Low Income; *Preschool Education; Primary Education; *Reading Achievement; Reading Research
IDENTIFIERS- Illinois (Chicago); Iowa Tests of Basic Skills

A study investigated whether third graders who attended preschool had significantly higher reading achievement scores than students who did not attend preschool. Subjects were 60 students at a public school located in a predominantly low and low middle socioeconomic neighborhood on the south side of Chicago, Illinois. Half the students had attended preschool, half had not. Comparison of students' reading scores on the Iowa Tests of Basic Skills indicated no statistically significant differences in reading achievement scores. Findings suggest that preschool attendance alone does not suggest evidence of higher reading achievement. (Contains 15 references and 1 table of data.) (RS)

ED 404 631 CS 012 730

Cook, Jeanne Wells; Prather, Jo
43 Ways To Help Students Become Better Readers and Writers.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Reading Aloud to Others; *Reading Improvement; Reading Material Selection; Reading Processes; *Reading Strategies; Reading Writing Relationship; *Student Improvement; Teacher Behavior; Teacher Student Relationship; *Writing Improvement; Writing Processes; *Writing Strategies
IDENTIFIERS- Writing Contexts

This guide briefly discusses reading and writing, and then presents 43 strategies for becoming better readers and writers. The guide discusses writing and reading as processes, and lists questions that writers ask and that readers ask. Some of the 43 ways to help students listed in the brochure are: read aloud to students; practice journal writing; have students make predictions about the story; have students read and write for a variety of purposes; give genuine praise for improvements in reading and writing; provide time for reading; give students plenty of opportunity to write and read a variety of forms; model reading and writing; encourage students to edit and reflect on what they have written; provide students with adequate time to prepare and practice if they are to read literature or their writing aloud to the class; allow students to make some choices about what they read and write; and link reading and writing to what is being taught in class. (RS)

ED 404 632 CS 012 732

Stallworth-Clark, Rosemarie; Scott, Janice S.
Identification and Contribution of Instructional Method to At-Risk College Students' Academic Performance in Social Science Courses.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Students; Higher

ED 404 651 CS 215 742

Nystrand, Martin; And Others
Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom. Language and Literacy Series.
PUB DATE- 97
NOTE- 155p.; Foreword by Robert Gundlach.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Classroom Research; English Instruction; Group Dynamics; *Interaction; *Language Arts; *Learning Processes; Literature Appreciation; Secondary Education; *Teacher Student Relationship
IDENTIFIERS- *Dialogic Communication; Learning Environments

This book aims to reorient thinking about how younger adolescents and their teachers, talking together, compose shared understandings that contribute to individual students' learning. Presenting a new conceptual framework that was derived from a study, the book argues that people learn not merely by being spoken (or written) to, but by participating in communicative exchanges. The book points out that dozens of schools and thousands of students participated in the study herein reported--a study which took place under the auspices of the National Center on Effective Secondary Schools. Sections in the book are, as follows: (1) "Dialogic Instruction: When Recitation Becomes Conversations" (Martin Nystrand); (2) "The Big Picture: Language and Learning in Hundreds of English lessons" (Martin Nystrand and Adam Gamoran); (3) "A Closer Look at Authentic Interaction: Profiles of Teacher-Student Talk in Two Classrooms" (Robert Kachur and Catherine Prendergast); and (4) "What's A Teacher to Do? Dialogism in the Classroom" (Martin Nystrand). Appendixes contain a sample literature familiarity test and scoring information for literature familiarity test. (NKA)

ED 404 652 CS 215 746

Thompson, Isabelle K., Ed.
Alabama English, 1989-1996.
PUB DATE- 96
NOTE- 945p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Art History; Elementary Secondary Education; Higher Education; Poetry; *Reading Instruction; Research Papers (Students); Teaching Methods; World War II; Writing Assignments; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Alabama; *Regional Literature; United States (Gulf Coast States)

These 1989-1996 issues of "Alabama English" contain articles that address current theory and practice in the teaching of reading, writing, and literature at any grade level. The first two issues focus specifically on the teaching of writing. The third issue is a special issue featuring Alabama authors, while the fourth issue presents articles on a variety of topics--from writing tutorials to multilingual book corners. The fifth issue addresses the following questions: "What is Education?"; "What is worth knowing?"; and "How can teachers invite students to become active participants in the learning process?" The sixth environment, and an integrated curriculum. Behaviors of the writers were observed and recorded through the use of field notes and tape recordings. Students completed think-aloud protocols. Results indicated: (1) distinctive similarities and differences existed among the focal writers; (2) drafting (or uninterrupted writing) was the most frequently used writing behavior across all subject areas; (3) across curricula areas, students demonstrated few revision strategies; (4) planning self-talk often accompanied drafting; (5) students imitated text and format from models provided by the teacher, literature, and other students; (6) students did not compose or generate original text; (7) in the area of language arts, students imitated format more often than actual text; (8) in the area social studies, students imitated actual text more often than format; and (9) actual writing completed by the student was influenced by the student's beliefs about composing. Findings suggest that social interactions do play a part in the act of writing for the learners. (Contains 44 references, and 3 tables and 7 figures of data.) (RS)

ED 404 672 CS 215 770

Rouster, William J.
Cultural Criticism: Toward a Definition of Professional Praxis.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; *Cultural Context; *Cultural Influences; Higher Education; *Politics; Student Attitudes; *Writing Instruction
IDENTIFIERS- *Cultural Criticism; Cultural Studies; Writing Topics

The task of defining the work of cultural critics is considerably simpler in composition studies than it is in the English department as a whole because of the narrower focus of composition studies' cultural criticism. The field of cultural studies has become so diverse that giving it a clear definition is nearly impossible, and, for some, because of the limiting effect of a definition, undesirable. Cultural studies of the compositionists can be referred to as "cultural criticism" to differentiate it from the "cultural studies" of literature specialists. Cultural criticism can be defined as a pedagogical exercise involving an examination of political elements of society in an attempt to tease out the unconscious ideologies held by society members with the intention of creating a more enlightened society. Compositionists owe it to their students to attempt to increase their awareness about their lives and their societies, as well as teach them how to improve their writing. The political emphasis of cultural criticism is one of its strongest points because it makes students more aware of the ubiquitous political elements influencing, and, at times, controlling their lives, and it presents students with interesting subject matter to discuss and write about. Cultural critics, by making students more aware of their societies, also hope to create a more enlightened society, one in which positive changes will take place, and they are not afraid to state this in their writings. (Contains 13 references.) (RS)

ED 404 673 CS 215 771

NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Community Involvement; Democracy; *Educational Objectives; Higher Education; Models; *Participatory Research; *Service Learning; Social Action

To educate young people to be productive citizens and to ensure that the democratic objective of equality is realized, service learning must adopt an alternative paradigm that promotes the ideals and values of participatory democracy. Three problematic assumptions of service learning are that (1) good citizenship requires students to "give" back to their community; (2) good citizenship involves performing service that remediates the "needs" of others; and (3) the conceptualization of service as a form of charity. These assumptions result in service learning practices that create a bifurcation between the student and the recipient where the position and voice of the student is privileged and the knowledge and the experience of the recipient of service is devalued. A more equitable paradigm for a democratic education component of service learning is one that blurs the distinction between students and service recipients and implements a reciprocal dimension to the learning process. This paradigmatic shift reflects the assumptions and goals of participatory research which include the notions of collaboration, self-reflectivity by all participants, and mutual empowerment. As pedagogical praxis, participatory research teaches the ideals and values of a participatory democracy to all service learning partners. (Contains 28 references.) (RS)

ED 404 693 CS 509 443

Chuang, Rueyling
Through a Looking Glass: An Examination of Asian and European American Faculty Perceptions and Pedagogical Concerns of Their Diverse Campus.
PUB DATE- Nov 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; *College Faculty; Communication Research; *Cultural Differences; *Higher Education; Interviews; Questionnaires; Student Needs; Student Problems
IDENTIFIERS- *Diversity (Student); Educational Issues; *Faculty Attitudes; Teacher Surveys

Although diversity has become a social reality in U.S. higher education, certain issues concerning diversity in classroom settings have not been addressed. Despite increasing multiculturalism and diversity awareness in the U.S. educational system, the literature is still derived primarily from either monocultural assumptions or superficial examination. A project explored diversity issues and pedagogical concerns on a deeper level, examining the problems mailed surveys were returned. The results of the study were: (1) the most frequently completed design activities were writing learning objectives, developing test items, selecting instructional strategies, and selecting members; (2) the least frequently completed design activities were assessing trainee's entry skills and characteristics, and conducting a pilot test; (3) the most frequently given reasons for not including a design activity were the decision was already made, there wasn't enough time, and it was considered unnecessary; (4) lack of instructional design was seldom identified as a reason for excluding a design activity; (5) years of experience did not appear to be related to how often course developers use various instructional design activities; and (6) while virtually all participants indicated that they usually or always wrote learning objectives, only two-thirds indicated that they usually or always conducted a task analysis. A conclusion is that, in practice, instructional design activities occur on an irregular basis. An instructional development model to guide decision making in a real-life context is needed. Three figures, three tables, and a copy of the survey are included. (Contains 7 references.) (LMI)

ED 404 713　　　　EA 024 755

Study of Employee Leave for School Service. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 55.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Released Time; *School Business Relationship; School Effectiveness
IDENTIFIERS- *Parental Leave; *Virginia

Research reveals that parental involvement in their children's education improves attendance, increases academic achievement, improves student behavior and study habits, and generates positive attitudes toward schools. The demands of work and family can act as barriers to involvement. Some parents are discouraged by a fear of incompetence and educators' desires to exclude them. Businesses report that parental involvement in schools reduces absenteeism, turnover, and tardiness and increases productivity. House Joint Resolution 230, approved by the 1992 Virginia General Assembly, requested the Department of Education to study the parental leave time to promote parental involvement and service to public schools. Request for Proposal number 92-30 was initiated. This report contains the methods, findings, conclusions and recommendations of the study team. The Department of Education examined the following issues involved in parental leave: its impact on education; models of involvement; business, school, and parental perceptions of motivations for involvement; and school-business partnerships. Business support is associated with higher rates of the use of leave. Many parents and educators agreed with businesses that leave time should not be mandated. To expand parental involvement in schools, Virginia's Department of Education recommended that: (1) educators should accommodate parents' work schedules and establish volunteer programs; (2) parent volunteers should be used to extend school resources; (3) businesses should demonstrate their commitment to education by

NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Holistic Approach; Language Experience Approach; Learning Strategies; Reading Writing Relationship; Second Language Instruction; Student Centered Curriculum; *Student Empowerment; Teaching Methods; *Whole Language Approach

Many young students are not finishing high school and even fewer are entering college. This book demonstrates how some teachers have created classrooms that work for children at risk. They use an integrated, inquiry-driven curriculum to create holistic, language- and literature-based classrooms. Chapter 1 describes the nature of being at risk for school failure, and chapter 2 describes the philosophy of and practices involved in the integrated, whole-language, and learner-centered classrooms. In chapters 3 through 6, teachers share accounts of their individual growth and changes in their classrooms--in an innercity setting, in a rural environment, with learning-disabled students, and with English-as-a-Second-Language (ESL) students. The eighth chapter summarizes the importance of the whole-language approach for at-risk students and their teachers. Chapter references and a subject and author index are included. (Contains 114 references.) (LMI)

ED 404 734 EA 028 232

Caudell, Lee Sherman, Ed.
Charter Schools at the Crossroads: A Northwest Perspective. Proceedings of the Northwest Symposium for Charter School Policy (Portland, Oregon, November 7-8, 1996).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Charter Schools; Educational Policy; Elementary Secondary Education; *Governance; *Institutional Autonomy; Nontraditional Education; Outcomes of Education; *School Choice; School Organization; *State Legislation

As of 1996, charter schools were just emerging in the Northwest region of the United States. This publication presents the proceedings of a symposium held to review information about charter-school policy, operations, and outcomes. A cross-section of leaders in education, government, and community from the states of Alaska, Idaho, Montana, Oregon, and Washington met to study charter-school legislation and literature, to share developments in their home states, and to examine the issues that define and shape the movement as it develops in the Northwest. The first part of the publication contains discussion highlights from the symposium, which focused on charter-school legislation in the Northwest and critical issues for charter schools. The second part, "A Review of Current Charter School Policy and Governance Issues," by Douglas J. Thomas, provides an overview of recent research on the policy and governance issues that charter schools face. It includes a guide for organizing and assisting new charter-school startups.

involved. Part 2 describes how to structure instruction using the community as a resource for learning. The third part details useful tools for enhancing the following seven skill areas: mobility, shelter, health, financial dependence, self-awareness, communication, and community participation. Each skill area includes a list of suggested community certifiers. Samples of survival-skill activity plans and student fact sheets are included. (LMI)

ED 404 754 EA 028 260

LaPointe, Richard T.; And Others
Resource Guide for Crisis Management in Schools.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; Administrator Role; Conflict Resolution; *Crisis Intervention; Death; Elementary Secondary Education; *Emergency Programs; Hazardous Materials; Intervention; Leadership; Natural Disasters; Prevention; Public Relations; *School Policy; *School Safety; *Strategic Planning; Suicide
IDENTIFIERS- *Virginia

A crisis can occur at any time, whether or not a school's staff plans for it. This resource guide is a compilation of user-friendly examples of policies, procedures, guidelines, checklists, and forms to help Virginia schools develop and implement a systematic crisis-management plan. Chapter 1 provides an introductory overview of the essential elements of effective crisis management and an overview of the resource guide. Chapter 2 focuses on policy and leadership and examines crisis management primarily from the perspectives of local school boards, central-office administrators, and building-level administrators. The third chapter examines the crisis-response team and three levels of response--building, central office, and community--that constitute a network to support action. The development of the school-crisis-management plan is the focus of chapter 4. The fifth chapter offers strategies for communicating with the school community, parents, the community at large, and the media. Chapter 6 highlights plans for training and maintaining preparedness, and chapter 7 contains a quick guide to crisis management. Appendices contain sources for information and assistance. (Contains 25 references). (LMI)

ED 404 755 EA 028 261

Millot, Marc Dean
A Guidebook for Chartering Agencies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 96
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Charter Schools; *Compliance (Legal); Elementary Secondary Education; Free Enterprise System; *Institutional Autonomy; Private Education; Public

Evolution: One Family's Experiences" (Teri Sanders); and "The Impact of Children's SSI Program Changes in Welfare Reform" (Bazelon Center for Mental Health Law). Managed health care resource materials are also listed. (CR)

ED 404 774 EC 305 241

Keefe, Charlotte Hendrick
Label-Free Learning: Supporting Learners with Disabilities.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Inclusive Schools; *Language Acquisition; *Learning Disabilities; *Literacy Education; Reading Instruction; Special Education Teachers; Student Evaluation; *Teacher Role; *Whole Language Approach; Writing Instruction

This book explains the whole language philosophy of learning to read and how it can be applied in special education classrooms to assist students with learning disabilities. Chapters address: (1) an overview of the whole language approach; (2) examples of how special education teachers use whole language to teach children with learning disabilities; (3) suggestions on how to create a child-centered classroom; (4) the role of the teacher in a whole language classroom; (5) examples of democratic classrooms; (6) assessment procedures that are compatible with a whole language philosophy and how assessment data can be used to respond to individual needs; (7) examples of different strategies teachers use to teach students with learning disabilities reading and writing; (8) literacy development in students with disabilities and how to foster self-directed learners; (9) how teachers develop learner-centered curriculums and how to move toward an inclusive environment; and (10) one teacher's move to the whole language approach. An appendix includes a summary of selected research. (Contains over 200 references.) (CR)

ED 404 775 EC 305 242

Johnson, William F.; And Others
Community Resources Accessed by Community-Based Rehabilitation Programs: A Pilot Study.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgets; Community Programs; *Community Services; *Disabilities; *Employment Programs; Financial Needs; *Financial Support; *Job Training; Rehabilitation Programs; Social Services; *Vocational Rehabilitation
IDENTIFIERS- Minnesota; Social Security Disability Insurance; Supplemental Security Income Program; Wisconsin

This study sought to determine what, if any, local funding sources are available to rehabilitation service providers as supplements to fee-for-service funding for specific consumers. Chief executive officers at 20 community-based vocational

ED 404 793 EC 305 297

Sinclair, Mary F.; And Others
On a Collision Course? Standards, Discipline, and Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; At Risk Persons; Behavior Change; Behavior Problems; *Behavior Standards; *Disabilities; *Discipline Policy; Educational Environment; Educational Legislation; Elementary Secondary Education; *Intervention; Problem Solving; School Policy; *School Safety; Student School Relationship

This policy brief discusses the impact on students with disabilities of educational reforms that emphasize higher academic standards for all students and zero tolerance policies to make schools safe learning environments for all students. The public's demand for higher standards and safe environments is also explored. The development of academic standards and behavioral standards in educational laws and state policies is documented. Examples of local practices and policies that influence students' engagement with school and ways to help youth meet higher academic and behavioral standards are presented. The approaches are based on the experiences of three projects that tested strategies for keeping middle school students in school within a climate of low tolerance for atypical behavior and increasing demands for academic excellence. Five key intervention strategies were common to the three projects and are identified: Persistence-Plus, monitoring, relationships, affiliation, and problem-solving. In addition, recommendations are given for how schools can evaluate the potential impact of their own school policies and practices on their students' connection to school and progress toward school completion. A list of related publications is provided. (Contains 37 references.) (CR)

ED 404 794 EC 305 298

Bronson, Carolyn
Project Success Enrichment: Language Arts Manual. Introductory Unit & Bibliography.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Childrens Literature; Cognitive Development; *Creative Writing; *Curriculum; Elementary Education; Enrichment Activities; *Language Arts; Lesson Plans; *Literature Appreciation; Poetry; Short Stories; Student Educational Objectives; Teaching Models; Writing (Composition); *Writing Instruction

This manual is intended for use by teachers using the Project Success Enrichment (PSE) program to teach language arts to elementary school students. An introduction outlines the teacher training component of the PSE, the language arts organizational model used, the curriculum sequence, and

Neel, Richard S.; Meadows, Nancy B.
Research for Educating Seriously Emotionally Disturbed Pupils. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Aug 91
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; *Emotional Disturbances; Identification; Inclusive Schools; Intermediate Grades; *Interpersonal Competence; *Intervention; Junior High Schools; Measurement Techniques; Peer Relationship; Research Methodology; Skill Development; Social Integration; Surveys; Teaching Methods

This project conducted a series of 11 studies over a period of 3 years to investigate the social skill competence of approximately 200 upper elementary and middle school children with serious emotional disturbances. The project identified a set of social tasks which proved critical in discriminating between socially competent and incompetent children; developed measures that reliably identified behaviors children use in negotiating problematic social tasks; and incorporated critical social tasks, situations, and behaviors into the development and evaluation of a social skills instructional package. The efficacy and validity of the identification and treatment system are evaluated in terms of changes in the judgments of persons familiar with the children with serious emotional disturbances, changes in directly observable social behavior, and the degree to which those changes facilitated the integration of the children into regular education settings. The report includes summaries of each of the studies. Appendices include study findings, including lists of social tasks that identify the socially incompetent child, a list of social tasks that are difficult for children, a critical task taxonomy, the interview form used to interview the students, and a description of a model intervention for social skills instruction. Appendices also include the following papers: "Determining Social Tasks: A Preliminary Report" (Richard S. Neel and Nancy Meadows); "Creating an Initial Critical Social Task Taxonomy" (Susan G. Gelhar); and "Replacement Behaviors: A Strategy for Teaching Social Skills to Children with Behavior Problems" (Richard S. Neel and K. Kay Cessna). (Contains 53 references.) (CR)

ED 404 812   EC 305 330

Pena, Marina
Organizing an ADHD Organization and Developing Programs for Teachers and Parents in a Small Country: Costa Rica as a Model.
PUB DATE- 16 Nov 96
NOTE- 8p.; Paper presented at the Annual Conference of Children and Adults with Attention Deficit Disorders (8th, Chicago, IL, November 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Developing Nations; Elementary Secondary Education; Foreign Countries; Information Dissemination; *Inservice Teacher Education; Models; *Parent

intervention methods are discussed. The final program deals with parental involvement in developing the student's social competence. School personnel meet with the student and his or her parents to evaluate family functioning. Parents then meet in a group to learn about how they can create an environment that reinforces their child's school progress. The paper concludes with recommendations for educators working in "second chance" schools. (Contains 18 references.) (JDD)

ED 404 830 EC 305 392

Langton, Anthony J.; And Others
Assistive Technology Services: Planning Guides.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; Financial Support; Needs Assessment; Program Development; Program Evaluation; Program Improvement; Questionnaires; Resource Allocation; State Programs; Statewide Planning; *Technology; Vocational Rehabilitation

These planning guides are intended to help vocational rehabilitation programs and agencies identify important issues during preliminary discussions concerning possible use of assistive technology and technology-related services. They are designed to evaluate the effectiveness of current technology-related services, to implement or expand assistive technology services, and to develop quality assurance and program evaluation procedures. The guides were designed to be used in developing statewide technology service programs, but can also be utilized with individual technology units. The guides consist primarily of program evaluation forms provided in a questionnaire format. The materials are organized into four main sections: (1) guides for preliminary planning (includes setting service parameters, determining need for assistive technology services, consumer involvement, identifying program strengths/limitations, and integrating technology services); (2) guides for program development (includes deciding what services to offer, staff/personnel needs, selecting a service delivery model or approach, planning flow of services, and funding/program support); (3) guides for resource utilization (includes coordination of services, information resources, training resources, utilizing volunteers, and funding/program support); and (4) other (includes guides on set-up/layout, marketing, and quality assurance). A glossary defines assistive technology services, different impairments, service delivery models, and types of assistive technology. (CR)

ED 404 831 EC 305 393

Lown, Neil F.
The Rehabilitation Team: A Systematic Approach for Use of Technology in Vocational Rehabilitation Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 95

de Marco (Contextualization and "Pragmatic Expressions": "Che" as Deictic Marker).
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Philology and Linguistics for Latin America (10th, Vera Cruz, Mexico, March 1993).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; Form Classes (Languages); Inferences; *Interpersonal Communication; *Language Patterns; Language Research; Language Usage; Language Variation; *Linguistic Theory; *Pragmatics; Regional Dialects; *Spanish; Speech Acts; Structural Analysis (Linguistics)
IDENTIFIERS- *Deictics; Markedness; *Spanish (Argentine)

The pragmatic expressions of Argentine Spanish (e.g., "bueno, viste, no? mira") are defined as deictic signals. They are deictic because they indicate elements of the communicative situation: transitions between text segments, conversational roles, or the social relationship between participants. They also signal contextual suppositions and help the hearer derive specific inferences. The basic simultaneous localizing and signalling functions on discursive and interactional planes are illustrated with "che." This expression is shown to act at three planes of text organization: the ideational (e.g., marking a topic change), sequential structure, and speech act planes. In turn-initial position, it is used to get the turn at talk and to define the hearer as addressee. It is normally a mark of intimacy or solidarity, but can evoke familiarity simply to reinforce an authoritarian tone when there is a marked asymmetrical relationship between participants. "Che" is also applied to indicate a change of time frame: specifically, a return to an activity that has been temporarily interrupted. Contains 19 references. (Author)

ED 404 850 FL 023 972

Pennington, Martha C.
Work Satisfaction, Motivation, and Commitment in Teaching English as a Second Language.
PUB DATE- Mar 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Foreign Countries; *Job Development; *Job Satisfaction; *Language Teachers; Professional Recognition; Rewards; Second Language Instruction; Stress Variables; *Teacher Attitudes; Teacher Burnout; *Teacher Motivation
IDENTIFIERS- Great Britain; United States

A discussion of work satisfaction, motivation, and commitment focuses on unique needs and issues in the profession of English-as-a-Second-Language (ESL) teaching. The first chapter gives an overview of literature on the general subjects of work satisfaction, motivation, commitment, and closely related areas such as stress and burnout, including a discussion of research methodology. Chapter two summarizes the literature in these areas as they concern the teaching profession, and chapter three focuses on these areas of concern in ESL teaching, especially in the British and United States contexts. A consistency in results across several studies is found, drawing from research on such speech and its common use in child language. Several explanations of the relationship of formulaic to creative speech is examined, concluding that routines of speech evolve into patterns, then eventually into creative speech. A process by which unanalyzed speech routines are segmented and combined with parts of other routines, thus evolving into patterns, is proposed, referring in particular to high-frequency formulas in the early language learning stages: self-assertion, imperative, demand, "I know," and "wh"-question formulas. It is suggested that this formula-based analysis leads to creative speech in dialogues in which unconscious pattern practices and substitution exercises play important roles. It is concluded that abundant use of formulaic speech in early acquisition stages reduces the learning burden while maximizing communicative capability, and progressive differentiation of formulas helps the learner build the rule system of the language. Contains 10 references. (MSE)

ED 404 870 FL 024 432

Cincotta, Madeleine Strong
Literary Translation: A Personal Perspective.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Conference on Interpreting and Translation (Sydney, New South Wales, Australia, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Copyrights; Cultural Context; *Dialects; Discourse Analysis; Figurative Language; Foreign Countries; *Interpretive Skills; *Language Patterns; *Languages for Special Purposes; Language Styles; Legal Problems; *Literature; Professional Occupations; Standard Spoken Usage; *Translation; Vocabulary

The nature of literary translation and ways in which it differs from other forms of translation are examined, looking at practical difficulties, challenges, and satisfaction in the profession of literary translation. The difficulties discussed include suggestions about how to get started, legal questions of copyright, and choice of text. Challenges include cultural differences, specialized vocabulary, authors' use of figurative language and language play, translation of dialects within a standard-usage text, interpretation and translation of ambiguities, literary translation as an art form, and the delicate balance between translators' duty to accuracy and their duty to art. The rewards mentioned include opportunity for artistic creativity, sense of co-creation with the author, language "play," and the possibility of material success. (Author)

ED 404 871 FL 024 433

Padilla, Amado M.; Sung, Hyekyung
Less-Commonly Taught Languages in Selected Elementary and Secondary Schools in California. Final Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 10 Jan 97
NOTE- 243p.; Foreign Language Assistance Act Program Evaluation Project.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

higher education from World War II through the early 1980s. Chapter 2 looks at government aims and system organization during 1982-91. Chapter 3 treats system growth in participation. Chapter 4 treats finance including long term funding trends, factors affecting funding levels, amalgamation, and charges and fees. Chapter 5 looks at Commonwealth government and higher education relations. Chapter 6 covers institutional management. Chapter 7 presents information on staff: characteristics, functions, academic labor market, and industrial relations. Chapter 8 covers the curriculum and delivery of courses for different types of institutions and various disciplines. Chapter 9 treats student access and diversity. Chapter 10 describes external linkages between sectors and other nations. Chapter 11 addresses higher education research, the national research system, research and teaching, the Australian Research Council, research programs, and related topics. The final chapter looks at diversity and performance indicators. An index is included. (JB)

ED 404 891 HE 027 269

Colorado Higher Education Master Plan, 1993-1998.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Community Role; Educational Assessment; Educational Quality; Elementary Secondary Education; Futures (of Society); Government Role; Graduate Study; *Higher Education; Long Range Planning; Partnerships in Education; Planning; Research; State Colleges; *Statewide Planning
IDENTIFIERS- *Colorado

This publication presents the Colorado Statewide Master Plan for its higher education system from 1993 through 1998 and is organized around eight goals. The goals are: (1) to assist Coloradans to become citizens of the nation and the world by providing access to highest quality education; (2) to provide equal access for those who have historically been underserved by higher education, including Native Americans, Hispanic Americans, African Americans, and Asian Americans; (3) to sustain excellence in undergraduate and occupational education; (4) to maintain the quality of graduate and research programs and to enable their continuing contribution to the economic future of the state; effectiveness, efficiency, and productivity in the area of higher education in wise stewardship of the state's resources; (6) to strengthen higher education's accountability to the citizens of Colorado by continuing to implement meaningful programs of assessment; (7) to strengthen partnerships between government, higher education institutions, the state, business community, and students; and (8) to work with elementary and secondary education to articulate expectations for students entering higher education. Following an overview of the statewide master plan, the Colorado Commission on Higher Education's vision statement is presented with a description of the context for that vision, and a restatement of the eight goals and objectives. An analysis of the future education environment nationally and internationally follows. A final section discusses the roles of state administration, legislature, the state Commission, governing boards, citizens, and the business community. (JB)

ED 404 892 HE 027 706

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Apprenticeships; *Curriculum Development; Industrial Education; *Inplant Programs; *Outcomes of Education; Pretests Posttests; Program Development; Program Effectiveness; Program Evaluation; *Whole Language Approach; *Workplace Literacy
IDENTIFIERS- Michigan (Detroit); National Workplace Literacy Program

Project ALERT, a 3-year Wayne State University workplace education program in partnership with 5 varied worksites in metropolitan Detroit, developed replicable workplace literacy models. A review of literature provided information on how and why adults learn. A needs assessment and on-site observations were conducted to determine which sets of learning opportunities to include. The needs expressed by workers matched those indicated by managers. Both groups were especially interested in mathematics skills to pass the Differential Aptitude Test (DAT) for entry into the apprenticeship program for skilled trades. A modified whole language approach was used to develop the curriculum, including connections to prior knowledge, metacognition, teacher mentoring and coaching, and valuing the knowledge each participant brings while providing a risk-free environment. Pre- and post-class administration of the DAT demonstrated the effectiveness of the program, because the three workers who were chosen for the apprenticeship program had failed the first administration but passed after taking the class. The workers also reported satisfaction with the classes and a good rate of application of class-acquired knowledge to the job. (KC)

ED 404 442   CE 073 341

Jagger, Nick; Perryman, Sarah
Measurement of Employment in High Technology Sectors at the Regional Level. Report 318.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Data Collection; Economic Research; *Employment Patterns; Feasibility Studies; Foreign Countries; *Regional Planning; *Research Methodology; *Technical Occupations; *Technological Advancement
IDENTIFIERS- Europe; Labour Force Survey (United Kingdom); *United Kingdom

A study examined the feasibility of measuring employment in high-technology sectors at the regional level. First, the effect of definition of the term "high-technology" on survey results was considered along with potential effects of using 2- and 3-digit classifications of technology occupations from the Nomenclature of Economic Activities in the European Union (NACE). Methodological issues involved in using the United Kingdom (UK) Labour Force Survey (LFS) to measure high-technology employment at the regional level were studied by using microdata from the LFS and data from the UK Census of Employment. The use of participants responding to a 1995 follow-up survey, 56% rated the quality of their program as very good or good, and only 9% rated their program as poor/very poor. It was therefore concluded that New Jersey's programs for single parents/displaced homemakers are providing participants with high quality opportunities. (MN)

ED 404 461   CE 073 392

Changes in Math Anxiety Levels.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Programs; *Attitude Change; Comparative Analysis; *Displaced Homemakers; *Mathematics Anxiety; *One Parent Family; *Outcomes of Education; Pretests Posttests; Program Effectiveness; *Sex Differences; State Surveys; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey

The effectiveness of seven Perkins Act-funded single parent/displaced homemaker programs throughout New Jersey in reducing clients' math anxiety was evaluated through a pretest and posttest designed to determine level of math anxiety. During the 1993-94 school year matched pretest and posttest scores were obtained for 98 of the 177 individuals tested at the 7 sites. As a group, the participants demonstrated a statistically significant decrease in level of math anxiety (group means of 234.07 and 213.48 on the pretest and posttest, respectively). The mean posttest score of the female participants (213.48) was significantly lower than their mean pretest score (234.07), which indicated a decrease in math anxiety after program participation. The males also had a lower mean test score (224) compared to their pretest score (230.09); however, the difference was not significant. The males' mean pretest score was lower than the females, which indicated that the males had a lower initial level of math anxiety. On the posttest, the situation was reversed. The females' mean posttest score was lower than the males' mean posttest score, thus indicating that, after participation in the single parent/displaced homemaker programs, the females had less math anxiety than their male counterparts. (Contains 25 references.) (MN)

ED 404 462   CE 073 393

Sex Role Attitudes and Sex Role Stereotyping: Recent Literature.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Adults; *Age Differences; Annotated Bibliographies; Blacks; Children; Childrens Literature; Cross Cultural Studies; Educational Research; Ethnic Groups; *Ethnicity; Hispanic Americans; Job Satisfaction; Literature Reviews; Mass Media Effects; Research Reports; Rural Areas;

Bias; Sex Discrimination; *Social Science Research
IDENTIFIERS- *United Kingdom

A study examined career opportunities for women in social science research careers in the United Kingdom. Data were collected from the following sources: review of literature/data on women in social science research and their career prospects; survey of Economic and Social Research Council research centers and independent research instituted to generate a gender profile of staff in 50 major research organizations; and interviews with 24 female researchers in a range of sectors, disciplines, and organizational positions/career stages. Overall, women were well represented among social science researchers; however, they were disproportionately concentrated in the lower levels of the researcher hierarchy. Representation of women in the individual social science research disciplines varied widely by discipline, with government social research showing a relatively high proportion of women in top positions and the university sector, government economic service, and independent institutes showing relatively low proportions of women in top positions. It was concluded that the difficulty of combining work and family life remains one of the key factors contributing to women's labor market disadvantage in social science research. (Twenty-three tables/figures and 83 references are included. Appended are the following: a list of organizations contacted; a questionnaire; and a draft concordat on contract research.) (MN)

ED 404 480 CE 073 419

Hillage, J.; Moralee, J.
The Return on Investors. IES Report 314.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Cost Effectiveness; Educational Benefits; Educational Policy; *Employer Attitudes; Foreign Countries; Government Role; *Industrial Training; Longitudinal Studies; *National Programs; National Surveys; Program Effectiveness; Public Policy; Regression (Statistics); Tables (Data)
IDENTIFIERS- Employer Surveys; *National Standards; *Return on Investment; United Kingdom

The effectiveness of "Investors in People," which was launched in October 1991 as the United Kingdom's national standard for training and development, was evaluated through a 3-year longitudinal study that included interviews with a sample of 1,804 employers and a series of case study interviews. Of the 1,804 employers interviewed, 76.6% were in the private sector, 35.6% represented the production sector, and 64.4% represented the services sector. Included in the sample were employers employing as few as 1-9 employees and as many as 1,000 or more employees. Some of the employers were interviewed for the first time in 1995, whereas others had been interviewed during 2 or all 3 years of the longitudinal study. The study focused on employers' reasons for becoming involved with Investors in People, problems with achieving/maintaining the standard, and Investors in People's impact on their practice and business performance. Overall, Investors in People was found to be a successful initiative that delivers better training and skills, tackles problems not reached by other initiatives, and pays for

Scheduling's Impact on Instruction, FFA (Future Farmers of America), and SAE (Supervised Agricultural Experience) in Agricultural Education" (Kirby, Moore, Becton); "New Methodology to Assess Safety Conditions in Agriscience Laboratories" (Melendez et al.); "Influence of Instructors' Computer Proficiency on Achievement and Changes in Student Attitudes in a World Wide Web Based Technical Writing in Agricommunication Course" (Raven, Newman, Day); and "Comparison of Cognitive Performance of Distance and Resident Classroom Agricultural Education Graduate Students" (Jackson, Raven, Newman). (MN)

ED 404 497 CE 073 446

Ashcroft, Cheryl A.
Learning Disabilities: An Overview. Adult Literacy Independent Learning Packet.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Aptitude; Adult Basic Education; *Adult Literacy; *Adult Students; Check Lists; Classroom Techniques; Cognitive Style; *Educational Diagnosis; Educational Strategies; Independent Study; *Learning Disabilities; Learning Processes; *Literacy Education; Literature Reviews; Models; Pretests Posttests; Questionnaires; Student Evaluation; Teaching Methods; Tutoring
IDENTIFIERS- 353 Project; Pennsylvania

This independent learning packet, which is intended for adult literacy tutors, reviews the literature regarding adults with learning disabilities. The packet begins with a learning disabilities pretest. Presented next is the literature review, which includes information on the following aspects of learning disabilities: definition and historical perspective; terminology; prevalence; recommended assessment procedure; diagnostic tests; screening techniques; characteristics of and accommodations for adults with learning disabilities; and teaching strategies. Concluding the packet are a literacy awareness posttest, and answers to the awareness test. Appendixes constituting approximately 75% of the packet contain the following: aptitude-achievement discrepancy model; interview questionnaire; Harwell's Symptomology Checklist; teaching strategies; and recommended sources of information (a 22-item list of resource organizations and a list of publications offered by the HEATH Resource Center and the Learning Disabilities Association of America.) Contains 16 references. (MN)

ED 404 498 CE 073 447

Bohlsen, Teresa Velarde de
The Hispanic Culture and the Adult Student. Adult Literacy Independent Learning Packet.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 57p.; Cover title is: "Spanish for Educators."

helping elementary students to make the connection between the world of school and the world of work. The materials include articles, bibliographies and annotated bibliographies, guides, hands-on kits, papers/presentations, student journals, teacher guides, information analyses, portfolios, studies, and books. This information is provided for each item as applicable: author(s); date of publication; title; journal or other source; place of publication and publisher; pagination; and an annotation. (YLB)

ED 404 516   CE 073 524

Angel, N. Faye; Mooney, Marianne
Work-in-Progress: Career and Work Education for Elementary Students.
PUB DATE- Dec 96
NOTE- 21p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Awareness; *Career Development; Career Education; Education Work Relationship; Elementary Education; *Integrated Curriculum; *Learning Activities; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation

This paper focuses on how career and work activities can be incorporated into the everyday curricula of elementary students and made part of their records through use of Individual Career Development Portfolios (ICDP). It promotes use of the ICDP as both a collection of student works that result from career awareness activities and experiences throughout the school year and an assessment instrument to evaluate depth of career awareness and measure writing skills, thinking and organizing, academic competencies, teamwork and interpersonal skills, and evaluation abilities. The next section provides an ICDP model, mission statement, and objectives that can be used to develop curricula that integrate career and work activities. A seven-step model includes the following components: major players, mission statement, objectives, career awareness goals, career awareness portfolio, recognition of accomplishments, and portfolio advanced to next grade level. The following section discusses 14 career/work activities (and their competencies) that can be used as meaningful, single exercises or in conjunction with others to reinforce career awareness concepts while building on important competencies. Each activity generates a visual product representing students' work which is placed in the ICDP to illustrate their achievement and competencies. Suggestions are made for implementation, recommendations to make the process more successful, and assessment recommendations. Contains 18 references. (YLB)

ED 404 517   CE 073 528

National Service Programs. Role of State Commissions in Implementing the AmeriCorps Program. Report to the Congress.
PUB DATE- Feb 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Federal Government; Federal Legislation;

Redesigning Cooperative Vocational Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Cooperative Education; *Curriculum Development; *Educational Change; Job Skills; Postsecondary Education; *Program Design; *Program Development; Secondary Education; Student Certification; Vocational Education

This document provides a methodology for reviewing all components of a cooperative vocational education program in order to increase the program's ability to benefit students. An introduction provides an overview of cooperative vocational education. It lists benefits to the student, school, employer, and community and discusses the relationship of cooperative vocational education to educational reform efforts. The next section provides lists of performance standards and learner outcomes that are an addition to the occupational competencies required in cooperative vocational education. Suggestions for assessment and basic academic skills prerequisites are offered. The section on structure contains four options for cooperative education program structure: one-year program, two-year program, seminar-based program, and career academy-based program. Each program is described in terms of three components: classroom activities, training site activities, and curriculum. Advantages and disadvantages of each are discussed. The operations section covers these topics: required components, role of the teacher-coordinator, training station/sponsor section, legal issues, and quality program indicators. Appendixes include the following: a guide for submitting applications for expanding new regular vocational education programs, teacher-coordinator certification standards, policy on granting credit for off-campus programs, cooperative education quality factors checklist, sample forms, and a glossary. (YLB)

ED 404 535 CE 073 555

Competency-Based Scope and Sequence for Vocational Family and Consumer Sciences Education Programs in Missouri. Revised Edition.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competency Based Education; *Consumer Education; *Consumer Science; *Family Life Education; Instructional Materials; *Media Selection; *Occupational Home Economics; Postsecondary Education; Secondary Education; State Curriculum Guides; Statewide Planning
IDENTIFIERS- Missouri

This document contains a scope and sequence for the Vocational Family and Consumer Sciences Program in Missouri and a brief

(055)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; Inservice Teacher Education; Learning Modules; *Lesson Plans; Postsecondary Education; Secondary Education; *Student Evaluation; Teaching Methods; *Technical Education; Units of Study; *Vocational Education Teachers

This manual is designed to help beginning vocational-technical education teachers, especially those who are subject-matter experts but who may not have been trained in education, to develop the teaching skills and knowledge they need to succeed. Each of the 12 chapters is a learning module that uses an individualized, self-paced delivery system. Each chapter contains objectives, practical application activities, and a self-test. The chapters cover the following topics: (1) characteristics of students; (2) you as teacher; (3) an overview of teaching; (4) course construction; (5) developing course outlines; (6) developing instructor lesson plans; (7) developing student lesson plans; (8) the computer as a teacher's aid; (9) methods of instruction; (10) assessment and testing; (11) other methods of assessment; and (12) scoring and grading. Appendixes include a sample course outline, sample lesson plans, answer keys to the self-tests, and a list of 31 resources. (KC)

ED 404 554 CE 073 603

Dykman, Ann, Ed.
Powerful Partnerships for School-to-Career Success through Business and Education Cooperation.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); *Cooperative Education; *Cooperative Programs; *Education Work Relationship; Institutional Cooperation; Labor Legislation; *Partnerships in Education; Policy Formation; Postsecondary Education; *School Business Relationship; Secondary Education; Small Businesses; *Vocational Education

This book is a practical guide that explains how both businesses and schools have benefitted from partnerships. The guide also contains sample letters, charts, forms, and further resources. The following 16 chapters are included: "What's in It for Business?" (Carver C. Gayton); "What's in It for Education: The Secondary Perspective" (Clifford A. Migal); "What's in It for Education: The Postsecondary Perspective" (Gary Ballmann); "Recruiting Business Partners" (Barbara Nicol, Brad Carleton, Julie Wallace); "Nurturing a Budding Partnership: What to Do When a Business Says Yes" (Barbara Nicol, Brad Carleton, Julie Wallace); "Involving Business in Curriculum Development: What's the Reality?" (Ellen D. Wernick); "Work-Based Learning: How You Can Begin to Plan Effective Programs" (James L. Hoerner); "Strategies for Work-Based Learning" (James L. Hoerner); "Coordinating School- and Work-Based Learning" (Anne M. Stom); "Cultivating Mentors" (Anne M. Stom); "Legal and Labor Considerations" (Alice Potosky); "The Roles of Policymakers and Public Officials" (Randy Dorn); "Providing Business/Industry Experiences for Educators" (Patty Williamson); "Model Partnership with a Large Corporation: Siemens Stromberg-Carlson" (John Tobin, Suzanne Tesinsky); "Small Business Model:

support. Support was delivered either by basic skills support specialists, vocational/academic tutors, or both. Attendance and progress monitoring were a weak element of basic skills support services. (Appendixes include the following: a list of 11 references, description of the methodology; staff questionnaires/instruments; and audit instrument.) (YLB)

ED 404 573 CE 073 659

Taylor, Maurice C., Ed.
Workplace Education: The Changing Landscape.
PUB DATE- 97
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Cooperative Education; Developed Nations; Education Work Relationship; Employment Potential; Evaluation Methods; Foreign Countries; Inplant Programs; *Job Skills; Partnerships in Education; Program Implementation; School Business Relationship; School Community Relationship; *Vocational Evaluation; *Workplace Literacy
IDENTIFIERS- *Canada

The 23 chapters of this book are as follows: "A Framework for Developing Partnerships" (Wendy M. Doughty); "Partnership Building in Nova Scotia" (Marjorie Davison, Paul Temple); "What Makes a Successful Workplace Education Partnership?" (Rob Despins et al.); "Building Linkages in Large Organizations: The Syncrude Canada Ltd. Experience" (Lloyd Campbell, Carolyn Dieleman); "Training for Employability and Citizenship: Making An Essential Linkage" (Janet Dassinger); "Towards a Framework of Good Practice" (Nancy Steel et al.); "Redesigning Training in Auto Parts: From First Principles to Integrated Curriculum and Interactive Classrooms" (Lynn Brophy, David Robertson); "Retaining Workplace Instructors: Issues of Recruitment, Training, and Support" (Karen Bennett); "Instructor Empowerment in the Ontario Federation of Labour's Best Project" (Jean Connon Unda, Sandra Clifford); "Workplace Literacy: The Road to Quality Improvement" (Diane Young, John Young); "Workplace Learning Programs in the Changing 1990s" (Stephanie MacKenzie); "The Learning Centre Model for Workplace Program Delivery" (Julian Evetts, Conrad Murphy); "The Role of Mentorship in the Workplace" (Ann Haney); "Entrepreneurial Educators: Thinking Like a Business" (Lynda Fownes); "The Importance of Educational Climate in a Native Employment Preparation Program" (Paulette C. Tremblay); "Integrating Workplace Basic Skills: The UK Experience" (Linda Shohet); "Considering Context in Workplace Programs" (Tracy A. Defoe); "The Development of Occupational Essential Skills Profiles" (Debra L. Mair); "Developing a Pre-Employment Test for the Workplace" (Robin Millar); "Analyzing Workplace Literacy Skills: Lessons from the Front" (Janis McKeag); "Prior Learning Assessment" (Robert E. Tourangeau); "Literacy Portfolio Development and Its Application in the Workplace" (Maurice C. Taylor); and "Strengthening Labour Roles in Basic Skills Programming" (Graham H. Dowdell). The epilogue is "Reflections on Workplace Education and Learning" (Glenda Lewe). (YLB)

ED 404 574 CG 026 828

Short, Rick Jay; Talley, Ronda C.
A Psychology of Education Reform.
PUB DATE- 93

questionnaires, sociometric techniques, and commercial tests. A discussion on commercial and other off-the-shelf instruments is also presented. It is emphasized that measuring progress requires careful planning but such efforts will be rewarded with increased confidence in evaluation conclusions. (RJM)

ED 404 592 CG 027 411

Owens, Laurence D.
Aggression in Schools: Gender and Developmental Differences.
PUB DATE- 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Age Differences; *Aggression; Antisocial Behavior; Catholic Schools; Children; Comparative Analysis; Educational Environment; Elementary Secondary Education; Foreign Countries; Individual Development; Interpersonal Relationship; *Sex Differences; *Student Problems; Teacher Attitudes; *Verbal Abuse
IDENTIFIERS- Australia

Researchers have found it difficult to measure various forms of indirect aggression, such as exclusion from groups, because such behaviors are difficult to observe in field settings such as school playgrounds. This study examined gender and developmental differences in aggression, investigated across-gender aggression, and looked at teachers' estimates of students' aggression. An aggression scale was administered to students across four grades in two Catholic high schools and four Catholic primary schools. Subjects then estimated on a five point scale how often they saw the listed aggressive behaviors among students in their own grade. Results confirmed earlier findings that there are gender and developmental differences in aggression. Boys used more physical aggression strategies than girls and older girls used more indirect forms of aggression than did boys. Boys tended to have higher levels of verbal aggression than girls. Across genders, boys estimated that they used less aggression toward girls but girls disagreed. Girls used more physical aggression against boys in only one grade level and girls always used less indirect aggression. Teachers estimated that both boys and girls had higher levels of aggression than levels estimated by the students. Teachers did not know as much about indirect within-gender aggression as did students. (RJM)

ED 404 593 CG 027 412

Singh, Dulcie
Pathways to Peer Mediation.
PUB DATE- Sep 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; *Conflict Resolution; Educational Environment; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Models; Peer

information on trends in needed research in various specialties in the helping professions, fundamental research principles and practices, and important resources available to assist research processes. The first 12 digests here summarize the information available on needed research. Some trends are notable here. There is a need for more well-designed and controlled "experimental" research as well as research on the outcomes of professional services and practices. Likewise, the cost-benefit ratios of professional practices need to be investigated. The second set of digests present summaries of the research methodologies used most commonly in the helping professions. The intent of these 10 digests is to present the major components, considerations, and procedures in each of the commonly used types of research methodologies. Finally, the last seven digests were assembled to assist readers in counseling research. The digests contain practical resources, suggestions, guidelines, and requirements for effective research practices. Contains an annotated bibliography on research in counseling and therapy. (RJM)

ED 404 612   CS 011 382

Mullis, Ina V. S.; And Others
NAEP 1992 Reading Report Card for the Nation and the States (Data from the National and Trial State Assessments). Executive Summary.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 46p.; For the full report, see ED 369 067.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary School Students; Evaluation Methods; Evaluation Problems; Intermediate Grades; *Reading Achievement; Reading Habits; *Reading Instruction; Reading Research; Secondary Education; Secondary School Students; State Norms; *Student Evaluation
IDENTIFIERS- Educational Issues; National Assessment of Educational Progress

Noting that the 1992 National Assessment of Educational Progress used a variety of innovative assessment approaches, this executive summary discusses a number of issues related to the new reading assessment framework. An introductory section of the executive summary discusses the new framework for reading assessment, the transition in reporting results of the assessment, and the continuing development effort. The next section summarizes the major findings, the results for student subgroups, fourth grade reading instruction, reading habits and practices, and achievement levels. A chart presenting the National Assessment of Educational Progress--1992 Reading Assessment at a glance--is followed by 19 tables and three figures of data accompanied by brief discussions on such issues as overall reading performance for the states, performance for student subpopulations, students' average performance across states, the instructional emphasis in fourth-grade classrooms, reading as part of reading instruction, and reading for fun outside of school. Also discussed in the summary is the development by the National Assessment Governing Board (NAGB) of achievement levels (Basic, Proficient, and Advanced) subsequent to the development of reading assessments, and the fact that while substantial proportions of students demonstrated understanding of reading materials considered straightforward for their grade (Basic), very few, at any

Education; *High Risk Students; *Instructional Effectiveness; Reading Programs; Reading Skills; *Social Sciences; Student Surveys; Teacher Behavior; Teaching Methods
IDENTIFIERS- Teacher Surveys

A study identified the various teaching methods being used in a large university reading program and investigated the effect of the teaching methods on students' subsequent academic performance in social science courses at the university. Instructional methods were identified primarily through content analysis of instructor questionnaires and quantitative analysis of students' confirmation surveys. Students' social science course grades were obtained after they had exited the reading program and completed a self-selected social science course. Results indicated that 4 differing teaching methods were used in the reading program and were identified as methods framed in epistemologies which are supportive of basic skills, strategy training, and whole language instruction. Students' grades in the social science courses did not differ significantly by teaching method employed in the reading program. Findings suggest that factors other than the teaching methods employed in the reading-preparatory course are likely to have affected students' subsequent academic performance in the social sciences. Findings also suggest that for large academic programs, teaching methods can be identified through teacher self-report data that is corroborated with student-confirmation surveys. (Contains 19 references and 5 tables of data. Appendixes present the teacher and student survey instruments.) (Author/RS)

ED 404 633 CS 012 733

150 Years of Literacy in Iowa.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- Adult Literacy; Annotated Bibliographies; Books; *Childrens Literature; *Educational History; Elementary Education; Interviews; *Literacy; Reading Attitudes; Reading Interests
IDENTIFIERS- *Iowa

Developed by students at Harrison Elementary, Cedar Rapids, Iowa for a web site celebrating Iowa's sesquicentennial, this booklet presents a variety of material about literacy in Iowa. The first section of the booklet provides information on professional and state organizations dealing with literacy and presents the school's home page. The next section spotlights literacy, presenting: 15 ways to be a literate person; a survey and data about adults' literacy; interviews with Iowans about what it means to be literate; and adults learning to read and write. The next section of the booklet discuses authors with an Iowa connection, books and historical places in Iowa, a profile of the students who developed the website, and links to other sites of interest. The next section presents historical and background information on schooling in Iowa and the American College Testing organization. The last section of the booklet discusses books--what books the mayor of Cedar Rapids and other citizens of Iowa linked as children, bookstores in Iowa, and books that have an Iowa connection. A 26-item annotated bibliography of children's books, and a 14-item annotated bibliography of children's picture books to share with someone issue is devoted to literature in the classroom. The seventh issue is a double issue, presenting a variety of articles diverse in topic and type. The eighth issue, also double, considers the theme of diversity. The ninth issue addresses noncanonical literature, while the tenth focuses on Alabama women writers. The last issue of the run contains articles on folktales, children's literature, teaching difficult materials, and Shakespeare's "As You Like It." Some issues contain teaching tips and book reviews. (AA)

ED 404 653   CS 215 747

Baugh, L. Sue
Essentials of English Grammar: A Practical Guide to the Mastery of English. Second Edition.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *English; *Grammar; *Grammatical Acceptability; Independent Study; Language Skills; *Language Usage; Punctuation; Sentences; Spelling
IDENTIFIERS- Self Monitoring; *Stylistics

Intended to be a guide, this book can serve as a handy reference to grammar, usage, and style for the person who needs an easy-to-use, reliable source to answer specific questions about the English language. In clear, concise terms, with lively examples, the new edition of the book provides general usage rules for parts of speech, punctuation, capitalization, abbreviations, numbers, word division, spelling, and commonly confused words. The section on "Style Considerations" includes guidance on sentence patterns, brevity, clarity, and accuracy, as well as gender-inclusive language. The Appendixes include the principal parts of irregular verbs and various verb-preposition combinations, as well as commonly confused words and frequently misspelled words. A correction symbols chart concludes the book. (NKA)

ED 404 654   CS 215 748

Makkai, Adam; And Others
A Dictionary of American Idioms. Third Edition.
PUB DATE- 95
NOTE- 505p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Cultural Context; Cultural Maintenance; Educational Resources; Grammar; *Idioms; *Language Usage; *North American Culture; *North American English; Regional Dialects; United States Literature
IDENTIFIERS- *Colloquialisms; Regional Literature

This revised, updated, and expanded edition defines more than 8000 idiomatic words and phrases of American English. Each alphabetical entry has a grammatical explanation and an example sentence. The dictionary, which includes a preface in nine different languages, is a tool to help increase fluency in English for students, business travelers, and leisure travelers. The dictionary may also be used by native-born Americans who are sometimes confused by colloquial phrases

Rossi, Michael J.
The Evolution of a Writing Center's Pedagogy, or What Happens When We Get What We Ask for.
PUB DATE- Sep 95
NOTE- 12p.; Paper presented at the International Writing Centers Conference (2nd, St. Louis, MO, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Higher Education; *Organizational Change; *Writing (Composition); *Writing Laboratories
IDENTIFIERS- *Educational Issues; Institutional Conditions

The power that writing centers have to change their institutions lies in their working with faculties across the various disciplines, starting conversations about the nature of teaching and the role of writing in education. Engaging in this adventure requires some change, some adaptation, in the way a center operates--in at least a practical, day-to-day level. Stephen North, in his essay "Revisiting 'The Idea of the Writing Center,'" shakes what is left of writing centers' comfortable assurance that they know who they are. The major points of his essay are that: (1) his earlier "Idea" essay presented flawed or unrealistic images of the center which have been adopted uncritically; (2) adhering to these images, these idealizations, has hampered writing centers in various ways; and (3) writing centers are more likely to be co-opted by their institutions than to change them. Muriel Harris, in an essay on tutoring, suggests that writing centers look past the confusing proliferation of things writing centers do to find something distinctive that would define them as a unique, valuable part of education both now and in some transcendent future when institutions have been transformed into what writing centers want them to be. Different as the directions North and Harris take may be, both are rooted in much the same idealization of the writing center. Taken together, these essays should prompt writing center personnel to rethink what the purpose of writing centers should really be. (RS)

ED 404 674 CS 215 776

Graham, Graylen Todd, Comp.
Black English (Ebonics): Selected Bibliography.
PUB DATE- 15 Apr 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Black Culture; *Black Dialects; *Educational Resources; Elementary Secondary Education; Higher Education; Nonstandard Dialects
IDENTIFIERS- African Americans

This 65-item bibliography presents newspaper articles, books, magazine articles, articles from scholarly journals, and documents available online that deal with Black English (Ebonics). Materials in the bibliography were published between 1973 and 1997, with many items published in 1996 or 1997. (RS)

ED 404 675 CS 215 781

Pugh, Sharon L.; And Others
Metaphorical Ways of Knowing: The Imaginative Nature of Thought and Expression.

the faculty faces regarding diverse student population from the views of Asian expatriate faculty vis-a-vis American-born faculty. Subjects (23 Asian and Euroamerican faculty) were asked to complete a questionnaire on diversity issues, and interviews were conducted allowing subjects to elaborate on their thoughts. Questions addressed include critical incidents (epiphanies) occurring on campuses, (un)fair treatment, promotion/backlash of diversity, institutional biases, intellectual clashes, and pedagogical difficulties derived from cultural differences. Based on the hermeneutic perspective, collected data will be thematized to provide a thick description and "verstehen" (situated understanding) of diversity phenomena in United States higher education. (Contains 11 references; the survey instrument is attached.) (NKA)

ED 404 694 CS 509 444

Kamalipour, Yahya R.; And Others
University Students' Media Habits: A Lithuanian Study.
PUB DATE- Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996). Joint research project of Purdue University-Calumet and Kansas University of Technology, Lithuania.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; Cross Cultural Studies; *Foreign Countries; Higher Education; *Mass Media; *Mass Media Use; Media Research; Use Studies
IDENTIFIERS- *Lithuania

A study replicated a 1994 study, "College Students' Media Habits: A National Study." In the present study, Lithuanian university students' media habits relative to American students' media habits were gauged. A total of 1500 survey questionnaires were distributed to 7 of the 16 Lithuanian universities. Background biographical questions were asked, and students were instructed to log their daily media activities for one week. Usable questionnaires returned numbered 1022. The study sheds some light on the level of university students' involvement with the electronic media (radio, television, movies, music) and print media (books, newspapers, magazines) as it relates to both studying and leisure activities. Results indicated that Lithuanian students prefer the radio to all mass media; they like magazines least. For studies, they use books the most and films the least. Comparatively, American students spend the greatest part of their leisure time watching TV, and the smallest part reading magazines. Lithuanian students spend more time than their American counterparts with mass media (80.78% and 70.32% respectively). (Includes 9 tables; contains 13 references.) (NKA)

ED 404 695 CS 509 445

Hugenberg, Lawrence W.; Yoder, Donald D.
A Reaction to the "Competent Speaker Speech Evaluation Form": An Update.
PUB DATE- Nov 96
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English

recognizing the need for employees to have time to participate in local school affairs; (4) leave time should not be mandated; (5) the Virginia Business-Education Partnership program should continue its efforts; and (6) the Office of Volunteerism should provide information on employee leave policies that promote parental involvement. (Contains 28 references.) (TEJ)

ED 404 714   EA 024 759

David, Jane L.
Redesigning an Education System: Early Observations from Kentucky. Strategic Investment: Tough Choices for America's Future.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; Educational Change; Elementary Secondary Education; *Nongraded Instructional Grouping; Professional Development; *School Based Management; *School Restructuring; *Systems Development
IDENTIFIERS- *Kentucky Education Reform Act 1990

The Kentucky Education Reform Act (KERA) is the most comprehensive reform legislation nationally, bringing substantial change to all levels of the educational system. A group of researchers who have spent time in schools in Kentucky and policy analysts knowledgeable about Kentucky and other state education reform efforts convened in October 1992 to share their insights on the progress of systemic education reform in Kentucky. This report presents the results of that meeting. Impacts from KERA's implementation that are immediately visible inside districts, schools, and classrooms are: (1) state and local funding increased by almost 25 percent; (2) a very different philosophy of curriculum and instruction for primary students shifted from age-based to developmentally appropriate curricula; (3) well over one-third of Kentucky's schools have school-based decisionmaking councils; (4) major progress has been made in developing and administering the first stage of a dramatically different assessment system; (5) extra educational and social services are available at the school site for large numbers of children and their families; and (6) the Kentucky Department of Education has been fundamentally reorganized and the Office of Education Accountability has been established to monitor KERA's implementation and allegations of wrongdoing. Professional development is essential for successful implementation. Full implementation raises five challenges: expanding capacities at all levels; appropriately timing the implementation steps; avoiding recreation of bureaucracy; sustaining educators and public support; and providing feedback mechanisms for midcourse adjustments without sacrificing coherence. KERA is unique in its comprehensiveness and provides a model experiment in creating and testing performance-based educational systems. Three appendices include highlights of the Kentucky Reform Act; a list of meeting participants; and executive summaries of research reports. (TEJ)

ED 404 715   EA 024 831

Improving Student Achievement through Community Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement

Parts 3 and 4 contain a March 1996 Morrison Institute policy brief titled "Charter Schools: The Reform and the Research," by Lori A. Mulholland, and a November 1996 addendum by the same author. A chart lists key components of "expansive" charter-school laws in 10 states across the nation. The appendix lists participants and presenters. Articles contain references. (LMI)

ED 404 735   EA 028 233

Safe at School: A Public Promise. State Plan for Assuring Safety and Order in Illinois Schools.
PUB DATE- Jul 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict Resolution; *Crime Prevention; Elementary Secondary Education; Partnerships in Education; *Prevention; School Community Relationship; *School Safety; *School Security; *State Action; Student Behavior; Violence
IDENTIFIERS- *Illinois

Parents and members of the public want safe schools that are free of violence. This document explicates Illinois' state plan for ensuring safety and order in its public schools. The plan contains 44 steps that are designed to commit the state to school safety; restore safety and order; implement conflict-resolution programs; prevent violence by confronting deeply rooted societal conditions; and develop administrative procedures for implementing, evaluating, and sharing information about school violence-prevention programs. The plan is guided by four major parameters: (3) educators and school districts need help; (2) both immediate and long-term strategies are necessary; (3) the local community must be the focus of action; and (4) resources must be used with maximum efficiency and effectiveness. (LMI)

ED 404 736   EA 028 234

Peca, Kathy
Critical Theory: Implications for School Leadership Theory and Practice.
PUB DATE- Mar 97
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Critical Theory; *Critical Thinking; *Educational Administration; Educational Sociology; Elementary Secondary Education; *Ideology; *Leadership; Power Structure; Social Change; Social Theories; *Theory Practice Relationship

The school leader's behaviors are inspired by theories, and theories are intrinsic to practice. This paper provides an overview of an emerging perspective in educational administration, critical theory. The paper first highlights the philosophies of Immanuel Kant, Fichte, Hegel, Marx, and the Frankfurt School. It then discusses critical theory methodology; the use of critical theory for the individual, the

Schools; School Based Management; *School Organization; State
Legislation; State Standards

As of November 1996, at least 25 states had passed charter-school legislation empowering agencies of state government to enter into agreements with private individuals and groups to operate public schools. This is a guidebook for government agencies given the power to permit individuals and groups to operate autonomous public schools under state "charter school" legislation. It is intended to help chartering agencies develop their own charter school programs by providing information on: (1) charter-school concept and the different types of charter statutes; (2) the capabilities required of charter applicants to develop and implement their school programs; (3) the types of applicants that agencies are likely to encounter, as well as other private-sector actors involved with charter schools; (4) the specific functions and capabilities of chartering agencies; and (5) advice for chartering agencies initiating a charter-school program. Nine figures and one table are included. (LMI)

ED 404 756　　　　EA 028 262

Johnson, Jean; And Others
Getting By: What American Teenagers Really Think about Their Schools. A Report from Public Agenda.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Educational Quality; High Schools; *High School Students; Private Education; *Private Schools; *Public Education; Public Schools; *Student Attitudes; Student Behavior; *Student Motivation

Many school-standards manuals suggest that if educators set clear standards and back those standards with effective teaching, most students will achieve the goals set for them. This report describes the motivations and behaviors of students themselves. Data were derived from a nationwide telephone survey of 1,000 randomly selected public high school students and 250 private-school students, focus-group interviews, and case studies of students in Jefferson County, Kentucky, and San Francisco, California. Public-school adolescents reported shortcomings in their schools more frequently than did private-school students. Most students in both public and private schools reported that curriculum apart from the basics is irrelevant; getting an education is important; more rigorous standards would make them work harder; and the attention of teachers is the key motivation for learning. Private school-students expressed more positive views about their teachers than did public school students; students and teachers in public schools complained of a lack of respect and civility; African-American and Hispanic teens supported higher standards for all students; and private-school students were significantly more positive about their schools and teachers than were students in public schools. Eleven tables are included. (Contains 18 endnotes.) (LMI)

ED 404 757　　　　EA 028 263

Brown, Robert S.
Tracking of Grade 9 and 10 Students in the Toronto Board. September 1991-September 1995.
PUB DATE- Mar 96
NOTE- 15p.
LANGUAGE- English

rehabilitation organizations in Minnesota and Wisconsin were interviewed to determine organization financial support, types of services provided, and the effect of Social Security Disability Insurance and Supplemental Security Income on consumer participation. The major findings included: (1) almost half of the organizations' budgets were earned through subcontracts, prime manufacturing, and sales; (2) county social services provided another 22.3 percent of the budgets; (3) in combination, about 70 percent of the organizations' budgets were derived from purely local sources; (4) the rehabilitation organizations had their roots firmly planted in their counties; and (5) programs had few or no unique funding sources. The most common services provided were in employment preparation and community-based employment. Of the programs established by the Social Security Administration, Plans for Achieving Self-Support was the most common program used. The report discusses the need for service providers to have a better understanding of new ways to financially support rehabilitation programs in their communities. (Author/CR)

ED 404 776   EC 305 243

Green, Christopher
ADHD in the Under-Fives--Survival Psychology.
PUB DATE- Nov 96
NOTE- 6p.; Paper presented at the Annual Conference of Children and Adults with Attention Deficit Disorders (8th, Chicago, IL, November 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; *Child Rearing; Clinical Diagnosis; *Coping; Discipline; Drug Therapy; Foreign Countries; *Hyperactivity; Preschool Children; Preschool Education; Symptoms (Individual Disorders); Toddlers

This paper discusses attention deficit hyperactivity disorder (ADHD) in children under the age of five and how parents can cope with the disability. Topics include: (1) the presentation of the disability in children under five; (2) the diagnosis of the disability; (3) different approaches parents can adopt to deal with the disability; (4) discipline techniques; (5) medication options; and (6) survival tips. The paper concludes that the first step in dealing with an ADHD child is to accept the reality of the situation, then become committed to a few firm rules, then steer around the strife. The paper recommends that, "when in doubt, use an olive branch, not a stick." (CR)

ED 404 777   EC 305 244

LaPlante, Mitchell P.; And Others
Families with Disabilities in the United States. Disability Statistics Report 8.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age; *Disabilities; Educational Attainment; Ethnic Groups; *Family Characteristics; Family Income; Health

definitions of different types of expository writing. The program's focus on giving students experiences in both poetry and short story writing while developing basic skills, including vocabulary, imagery, sentence structure, theme, and format, is also discussed. Academic and ability development objectives such as self-management, social skills, and thinking skills are identified. A chart matches the cognitive domains of knowledge, comprehension, application, analysis, synthesis, and evaluation to specific terminal behaviors. Individual sections then explore curriculum components including word and sentence expansion, imagery, patterns in poetry, descriptive paragraphs, fantasy and adventure stories, and drafting and revising skills. Typically included in each section are lesson plans, grade level adaptations, extended activities, examples, and evaluation suggestions. An extensive bibliography includes a listing of Newbery award winning books; magazines for children; literature listed and referenced to PSE content and themes, including a section of selections for a Native American unit; and literature for enrichment in grades K-3. (Contains 48 references for teachers.) (DB)

ED 404 795 EC 305 313

Loritz, Donald; Zambrano, Robert
Using Artificial Intelligence To Teach English to Deaf People. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 Jul 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Deafness; English (Second Language); *Grammar; Grammatical Acceptability; *Hearing Impairments; Higher Education; High Schools; Second Language Learning; Syntax; *Word Processing; *Writing (Composition); Writing Skills
IDENTIFIERS- *Gallaudet College DC

This report describes a project to develop an English grammar-checking word processor intended for use by college students with hearing impairments. The project succeeded in its first objective, achievement of 92 percent parsing accuracy across the freely written compositions of college-bound deaf students. The second objective, ability to use the application on affordable microcomputers, was not quite met because adequate system performance required slightly more expensive computers than originally intended. The third objective, to demonstrate the system in the Gallaudet College (Washington, DC) community, was achieved by installation of the program in the college's writing laboratory and the remedial English program. The main body of the report consists of three separate papers. The first is "Computerized Checking of Deaf Students' English Syntax" by Donald Loritz and Robert Zambrano. This paper describes the system requirements and the software, "Ms. Pluralbelle," which, at a student's command, fully parses individual sentences or entire essays. Software evaluation data are included. The second paper, "Computerized Diagnosis of Deaf Students' Syntax" (Donald Loritz and others), describes "ENGPARS," the Pluralbelle parser, designed for checking the English syntax of learners of English as a Second Language. It details and provides diagrams of the program's output of grammar "maps," which diagnose the differential English syntactic competence of

Education; Parent Participation; *Program Development; *Social Support Groups; Training Methods
IDENTIFIERS- *Costa Rica

This report discusses the development of an attention deficit disorder (ADD) organization in Costa Rica that provides information, training, and support services to parents and teachers. The report also offers information on how to develop this type of organization. Resources used to help disseminate information about ADD are described, including the media, the church, and public institutions. The objectives and services of the organization are detailed. They encompass information dissemination, support and orientation services, and training programs that offer alternative intervention strategies by responding to the varied interests and needs of different populations. The report identifies the problems surrounding the acceptance of intervention strategies for ADD in the educational environment and the family environment, and outlines the training program's components. (CR)

ED 404 813 EC 305 331

Liska, Victoria D.
The Sibling: A Lifelong Journey of Care.
PUB DATE- Jul 96
NOTE- 14p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996). Based upon an article by Anne C. Guthrie, "Lessons of Love: Listening to the 'Other Children.'"
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; *Emotional Response; Family Caregivers; *Family Role; Long Range Planning; Long Term Care; *Mental Retardation; Psychological Patterns; *Sibling Relationship; *Siblings

This paper describes the feelings and needs of children who have siblings with disabilities from the point of view of a woman who has a brother with an intellectual disability. Eight lessons that adult siblings can teach professionals about the significant, often forgotten, family role they play are outlined, supported by descriptive quotations from people in similar situations. The lessons include: (1) having a brother or sister with special needs can stretch the sibling bond in unnatural, and troublesome ways; (2) the role of an adult sibling of a person with special needs has no clear definition; (3) communication with parents about matters related to the future for a child with special needs is often emotionally charged, if it occurs at all; (4) family caregivers face competing, often conflicting, obligations to the people and work responsibilities in their lives; (5) individuals involved in long-term family caregiving need to be able to depend on the reliability of the other support services their relative receives; (6) advocates and self-advocates require access to information that is current, comprehensive, and user-friendly; (7) siblings typically share a strong drive to maintain life-long connection with each other; and (8) siblings of persons with developmental disabilities express frustration at the lack of opportunities and accommodation society offers to their disabled brothers and sisters. (Contains 18 references.) (CR)

ED 404 814 EC 305 332

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Cost Estimates; Delivery Systems; *Disabilities; Evaluation Methods; Interprofessional Relationship; Participative Decision Making; Rehabilitation Programs; Staff Role; *Teamwork; *Technology; *Vocational Evaluation; *Vocational Rehabilitation

This paper proposes a systematic approach to the application of assistive technology that takes advantage of the strengths of key members of the rehabilitation team. The report begins by describing the roles of the vocational rehabilitation counselor, the vocational evaluator, and the assistive technology practitioner. The limitations of the current fragmented system are outlined and a team approach geared toward bringing together the necessary expertise to evaluate the use of assistive technology is discussed. Several approaches to client placement are outlined. In the first, the counselor directly places clients with clear vocational objectives into employment without involving other members of the technology team. However, if vocational objectives are unclear, the client would be referred to the vocational evaluator, who would then determine if technology could be utilized to assist the client in entering employment and would call in the appropriate assistive technology practitioner based upon the area of the functional limitation. This approach, by designating the vocational evaluator as the professional who determines that technological intervention may be appropriate, would ensure that the utilization of technology would not be a chance occurrence. A worksite accommodation cost analysis survey is attached to the report. (Author/CR)

ED 404 832   EC 305 394

Langton, Anthony J.; Lown, Neil
Rehabilitation Technology Resources and Services: How Well Are We Using Them in Vocational Evaluation?.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Disabilities; *Evaluation Methods; State Agencies; Surveys; *Technology; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Technology

This report reviews the history of vocational evaluation services and practices and discusses the results of a survey of 61 vocational rehabilitation agencies conducted to determine the extent that rehabilitation technology resources and services are currently used in vocational evaluations. The survey asked general questions on the overall use of vocational evaluation services in vocational rehabilitation services and specific questions on the use of rehabilitation technology resources and services within the vocational evaluation process. Issues addressed include: reasons for using vocational evaluation services, types of assessments used in all vocational evaluations, frequency of use of rehabilitation technology specialists in each phase of the vocational evaluation process, when rehabilitation technology assessment typically occurs, pointing to the need to attend to rewards and cultivate professionalism in the field. The final chapter makes concrete recommendations for improvement in the structure of ESL work and motivational efforts directed at ESL teachers. Contains 174 references. (MSE)

ED 404 851 FL 024 199

Bibliographie Moderner Fremdsprachenunterricht (Bibliography of Modern Foreign Language Instruction), 1995.
PUB DATE- 95
NOTE- 528p.
LANGUAGE- German
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Books; Information Sources; *Instructional Materials; Modern Languages; *Periodicals; *Reference Materials; *Scholarly Journals; Second Language Instruction; Second Language Learning; *Second Languages

This quarterly annotated bibliography lists periodicals, scholarly journals, and institutions that may be of interest to modern language teachers, and provides bibliographic information for modern language reference, research, and teaching materials. In each issue, an introductory section provides background information on sources and details the bibliography's structure. Major sections include listings of articles and instructional materials, alphabetically by author, followed by separate sections containing abstracts for selected items. All indexing and abstracts are in German. Subject, author, and title indexes are provided. (MSE)

ED 404 852 FL 024 396

Zoreda, Margaret Lee
El cine anglofono en la ensenanza de ingles (Anglophone Films in the Teaching of English).
PUB DATE- Sep 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Conference on Teaching and Research on Films in Mexico (1st, Mexico City, Mexico, September 25-27, 1996).
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); *Cultural Awareness; *English (Second Language); *Films; Foreign Countries; Higher Education; Instructional Materials; *Intercultural Communication; Second Language Instruction
IDENTIFIERS- *Authentic Materials

The use of English-language films as tools for teaching English as a Second Language (ESL) at the university level is examined. The perspective in this paper is that both strong communicative skills and cross-cultural understanding are crucial components of ESL instruction, thus authentic English-language films (i.e., those made for the entertainment of native English speakers and not for ESL didactic purposes) are ideal pedagogical tools to accomplish this dual goal. Three main themes are developed in the discussion: (1) the interconnection between language and culture; (2) use of anglophone films as a window on the popular culture of English-speaking societies;

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Case Studies; Chinese; Elementary Secondary Education; Ethnicity; Evaluation Criteria; Japanese; Korean; Language Proficiency; Language Skills; Learning Motivation; Mandarin Chinese; Parent Attitudes; *Parent Influence; Parent Participation; Program Effectiveness; Program Evaluation; Russian; Second Language Instruction; *Second Language Programs; Skill Development; *Statewide Planning; Student Attitudes; Student Characteristics; Student Motivation; Surveys; *Uncommonly Taught Languages
IDENTIFIERS- California

The report summarizes results of an evaluative study of selected state-funded elementary and secondary school programs for less commonly taught languages (LCTLs) in California. Fourteen projects at 19 school sites received a maximum of 4 years of funding to offer instruction in Japanese, Chinese (Mandarin and Cantonese), Korean, and Russian. The evaluation design was guided by six instructional and evaluation questions: (1) how proficiency in the four language skills (listening, speaking, reading, writing) can be assessed, considering the diversity of the languages; (2) whether students make reasonable progress in acquiring the language within a school year and across levels; (3) how motivation influences students' attainment of proficiency; (4) how parents' attitudes toward language study and their involvement influence proficiency; (5) the role of students' ethnic heritage background in language study and proficiency development; and (6) challenges and difficulties for teachers and administrators in teaching the LCTLs. Evaluation methods and criteria are outlined and results are reported, including findings from a parent and student survey. Results are analyzed by school level (elementary/high school). Appended materials include guidelines for student portfolio use, the questionnaires used, and related documentation. (MSE)

ED 404 872 FL 024 435

Cloud, Nancy
Annotated Teacher Resource Bibliography for Working Effectively with Limited English Proficient Students with Interrupted Formal Education.
SPONS. AGENCY- New York State Education Dept., Albany. Div. of Bilingual Education.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Bilingual Education Programs; *Educationally Disadvantaged; Educational Needs; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Literacy Education; Program Design; *Student Characteristics; *Student Needs

This annotated bibliography lists 48 resources intended for elementary and secondary level educators with a student population that includes limited-English-proficient (LEP) students, often over the traditional age for their educational level, who have not had continuous formal education. These students may have limited or no literacy in their native language or English, and often have difficulty in reaching their potential. The bibliography identifies areas of inquiry important for this population. The first section cites source of information on the needs and characteristics of this group.

Arredondo, Daisy E.; Rucinski, Terrance T.
Using Reflective Journals and the Workshop Approach in University Classes To Develop Students' Self-Regulated Learning.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related paper, see HE 027 710.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; Discussion (Teaching Technique); Educational Methods; Education Courses; Graduate Study; Higher Education; Intellectual Development; Journal Writing; Metacognition; Preservice Teacher Education; Self Evaluation (Individuals); Self Management; Student Attitudes; Student Development; Teacher Student Relationship; Undergraduate Study; Workshops

This 2-year study looked at the effects of incorporating reflective journals within a workshop approach into graduate and undergraduate education courses. The workshop approach involves four key components: (1) reflective journals, (2) individual student-professor conferences, (3) structured small group discussions of project progress with peers, and (4) presentation of the final product to the class. Five classes at two universities (involving a total of 69 students) participated in the study. A questionnaire of seven items to be rated and three open-ended questions was given to students to solicit their perceptions of the effects of the workshop approach and the reflective journals on their individual learning. Student perceptions of the overall use of the workshop approach were generally positive. Findings indicated students were thinking in a self-regulated or metacognitive way and that reflective journaling and the workshop approach fostered those skills. Several students described their higher level of involvement with learning as a strength of the workshop approach. Several students enthusiastically described the motivational aspects of the approach as an important strength. The Workshop Approach Evaluation Form is appended. (Contains 16 references.)

ED 404 893 HE 027 710

Rucinski, Terrance T.; Arredondo, Daisy E.
Using the Workshop Approach in University Classes To Develop Student Dispositions To Think Metacognitively and Creatively.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Style; College Students; *Creativity; Graduate Students; Graduate Study; Higher Education; Learning Strategies; *Metacognition; *Student Attitudes; Student Projects; Teaching Methods; Undergraduate Study; *Workshops

As part of a larger investigation into workshop approach teaching, this study looked at how the workshop approach affected student creativity in project development and how the establishment surveys and censuses as an alternative method of deriving high-technology employment figures and the degree of clustering exhibited by high-technology employment were analyzed. Results of an analysis of the LFS, including results from France, Italy, and Spain, were detailed. (Contains 41 tables/figures and 55 references. Appendixes contain information about employment censuses in 15 countries and tables detailing the following: definition of high-technology at the 3-digit NACE level; high-technology employment in regions covered by the 1994 LFS in Europe; current and past year employment in the sector; total and industrial employment in regions covered by the 1994 LFS in Europe; region of residence and region of employment design factors; and region of residence by region of employment.) (MN)

ED 404 443 CE 073 343

Tout, Dave; And Others
An Annotated Bibliography of Workplace Basic Education Resources and Readings--1996 Update.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 96
NOTE- 58p.; Update of ED 374 241.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Community Education; Competency Based Education; *Educational Practices; Employment; English (Second Language); Foreign Countries; *Literacy Education; Partnerships in Education; Program Development; Program Implementation; Student Evaluation; Training Methods; *Vocational Education; Womens Education; *Workplace Literacy
IDENTIFIERS- *Australia

This annotated bibliography contains 421 resources and readings related to workplace basic education. The resources/readings, which are subdivided into two sections based on publication type, examine various aspects of adult basic and literacy education, specific workplace-based education and training, employment, and/or vocational education, including the following: competency-based training; information networks in vocational education/training; mentoring; research in adult and vocational education; women's education; program administration; adult community education; English as a second language, program accreditation; action learning; student assessment; unions; and training partnerships. Section 1 contains citations of 115 books, handbooks, reports, pamphlets, and audiovisual materials. Each citation contains the document's title, author, ISBN number, publisher, and place/year of publication, as well as a brief abstract containing some or all of the following: the document's purpose and/or intended audience, major topics discussed, any special features included (such as models and examples), and highlights of major findings presented. The resources are also listed by author. Section 2 contains a list of 306 journal readings. All entries are listed by title and also include the name, volume, issue number, and date of the journal in which the reading is located. Concluding the document is an author listing of the journal readings. (MN)

ED 404 444 CE 073 345

Montgomery, Joel R.

*Sex Differences; *Sex Role; *Sex Stereotypes; Social Science Research

This annotated bibliography profiles 17 publications examining sex role attitudes/sex role stereotyping from the perspectives of ethnicity, gender, and age. Cited in the section on ethnicity are studies of work satisfaction/family functioning among working-class Mexican-American women and cultural variations in sex typing by students in the United States, Germany, and India. In the section devoted to gender, studies of the following are described: fathers' attitudes toward/experiences with parental leave; possible reasons for low numbers of females in intercollegiate debate; incongruence between spouses' sex role attitudes and division of family work; relationship between sex typing and gender schematicity; and sex role attitudes of adolescents reared primarily by their fathers. The studies included in the section on age examine the following: cultural and gender differences in young adolescents; relationship between television viewing and children's sex role attitudes/behaviors; effects of gender, race, religion, and political orientation on college freshmen's sex role attitudes; gender labeling, gender stereotyping, and parenting behaviors; predictors of adolescent self-appraisal; effects of stereotypes in children's literature on reading comprehension; sex roles and cultural diversity in award-winning children's picture books; sex roles and values of schoolchildren; process of ideological identify formation in rural adolescents; and media influences on adolescents. (MN)

ED 404 463 CE 073 394

Knowledge of Nontraditional Careers Increases.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Programs; Comparative Analysis; *Displaced Homemakers; Improvement; *Knowledge Level; *Nontraditional Occupations; *One Parent Family; *Outcomes of Education; Pretests Posttests; Program Effectiveness; Sex Fairness; State Surveys; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Knowledge Development; *New Jersey

In 1996, the effectiveness of New Jersey's Perkins Act-funded single parent/displaced homemaker and gender equity programs in increasing clients' knowledge of nontraditional careers was evaluated through a 60-question survey that was administered to all clients before each program began and 6 weeks after completion of those portions of the programs pertaining to nontraditional careers. Matched pretest and posttest scores were obtained from 1,061 program participants (of whom 95.3% were female, 45.2% were Caucasian, 39.3 were Black, and 11.9% were Hispanic). The participants ranged in age from 14 to over 46 years old. Mean scores for all respondents were significantly higher on the posttest than on the pretest (35.6 versus 29.6). The mean pretest and posttest scores for all programs were 29.6 and 34.6 respectively. Both males and females demonstrated significant score increases on the posttest. Mean posttest scores were significantly higher for all age ranges analyzed except for the 14-15 age range. With the exception of individuals who classified themselves as Native American, all ethnic/racial groups demonstrated itself by providing better value from training expenditure and, ultimately, fewer skill shortages and increased profitability. (Forty-eight tables/figures are included. Appended are detailed descriptions of the research methodology and regression results.) (MN)

ED 404 481 CE 073 420

Dench, S.; And Others
Trading Skills for Sales Assistants. IES Report 323.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Distributive Education; *Educational Needs; *Employer Attitudes; *Employment Qualifications; Foreign Countries; Job Training; Labor Needs; Literature Reviews; Personnel Evaluation; Recruitment; *Retailing; *Sales Occupations
IDENTIFIERS- Employer Surveys; National Vocational Qualifications (England); *United Kingdom

A study examined changing skill requirements for the occupation of sales assistant in the United Kingdom. Data were collected from four sources: a review of the existing literature; exploratory interviews with key contacts concerned with sales assistants' skills/training; in-depth interviews of 19 employers; and a seminar at which the study participants discussed/reviewed the preliminary findings. Special attention was paid to the following: changing skill requirements; ways employers attempt to measure/assess skills; recruitment difficulties and skill gaps; provision of training; and future concerns. It was discovered that increasing competition in retailing is resulting in greater emphasis on customer service and, consequently, on the sales assistants' role in meeting/exceeding customer demands for service. The employers interviewed expected their sales assistants to do the following: be literate and numerate, have strong personal skills, provide good customer service, be able to sell, be computer literate, know the products they sell and the products/services provided by their organization, pay attention to their store's physical environment, take responsibility for a wide range of tasks, show initiative, and work harder and more efficiently. Employers appeared to be paying more attention to recruitment and employee assessment, and most organizations included in the study were providing training for their sales assistants. (Contains 27 references.) (MN)

ED 404 482 CE 073 421

Hall, Douglas T.; And Others
The Career Is Dead--Long Live the Career. A Relational Approach to Careers. The Jossey-Bass Business & Management Series.
PUB DATE- 96
NOTE- 358p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Career Counseling; *Career Development; Career Guidance; Career Planning; Careers; Counselor Role; Employed Women; *Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Futures (of Society); Individual Development; *Interpersonal Relationship; Job Satisfaction; Older Adults; Organizational Development; Quality

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Cultural Awareness; *Cultural Differences; *Hispanic American Culture; *Hispanic Americans; Independent Study; *Literacy Education; Pretests Posttests; Spanish; *Teacher Student Relationship
IDENTIFIERS- 353 Project; Pennsylvania

This independent learning packet, which is intended as a guide and tool for teachers, counselors, and tutors who work with members of the Spanish-speaking population, contains basic information about the Spanish language and Hispanic American culture. The packet begins with a brief pretest. Presented next is a discussion of Spanish as a world language that includes information about the differences in the Spanish spoken in different countries and even different regions, the serious challenges faced by Hispanics living in the United States, and the importance of traditions and celebrations for Hispanics. Concluding the packet are the following: eight-item bibliography; basic Spanish vocabulary (including Spanish numbers and time-telling vocabulary; common Spanish greetings; and vocabulary related to families/relatives, housing/furniture, days of the week, months and seasons, words used to describe people, common nouns, interrogative words, classroom directions, and vocabulary pertaining to mealtimes); and discussion of the teacher's/tutor's role in relating to Hispanic students. An appendix contains a series of supplementary articles examining various aspects of the need for awareness of Hispanic American culture, including the characteristics and special needs of Hispanic American students, barriers to cultural awareness, and problems encountered by Spanish-speaking immigrants. (MN)

ED 404 499 CE 073 448

Koefer, Ann M.
Student Problems. Adult Literacy Independent Learning Packet.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Agency Role; Alcoholism; *Behavior Problems; Check Lists; Coping; Day Care; Diseases; Divorce; Drug Addiction; *Employment Problems; *Family Problems; Family Violence; Health; Independent Study; Labor Market; Literacy Education; One Parent Family; Parenting Skills; Pretests Posttests; *Problem Solving; *Public Agencies; Questionnaires; Regional Planning; *Student Problems
IDENTIFIERS- 353 Project; Pennsylvania

This independent learning packet, which is designed for administrators, teachers, counselors, and tutors in Pennsylvania's Region 7 Tri-Valley Literacy Staff Development area as well as for their adult students, examines the following seven problems encountered by students: the job

*Government Role; Higher Education; National Programs; Participant Characteristics; Program Implementation; Public Service; *Service Learning; State Federal Aid; *State Government; *Student Financial Aid
IDENTIFIERS- *AmeriCorps; National and Community Service Trust Act 1993

A study examined the statutory role of state commissions in implementing the AmeriCorps Program, state commission operations, and extension of state commissions' administration and oversight role and decrease of the federal government role. The research reviewed commissions in California, Maryland, Missouri, Rhode Island, Texas, Virginia, and Washington. State commissioners and AmeriCorps project directors were interviewed; and 24 AmeriCorps projects were reviewed. The study indicated that the National and Community Service Trust Act provided for extensive state control of AmeriCorps. Commission officials in all seven states used a grassroots effort to develop their strategic plans and identify service needs. Three organizational models were used: part of a preexisting state agency, an independent state agency, or a nonprofit agency. Outputs and characteristics varied extensively. Enrollment ranged from 21-350. The attrition rate ranged from 3-58 percent. The proportion who accessed their education award ranged from 17-78 percent. Projects' expenditures ranged from $206,000 to $3.9 million. State commissioners and executive directors in all seven states agreed that a federal role in the AmeriCorps program is needed but differed on the degree of state control. (Appendixes include descriptions of 24 selected AmeriCorps projects by state; detailed information on project enrollment, attrition, and education award usage; and 24 AmeriCorps project expenditures.) (YLB)

ED 404 518 CE 073 533

Literacy in Motion: A Guide to Inclusive Literacy Education.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Adult Programs; Classroom Techniques; Community Colleges; Community Education; *Disabilities; *Educational Opportunities; *Educational Practices; Foreign Countries; *Inclusive Schools; Leadership; Library Services; *Literacy Education; Mainstreaming; Models; Outreach Programs; Program Design; Student Evaluation; Teacher Competencies; Teacher Education; Teaching Methods; Tutors; Two Year Colleges; Vocational Adjustment; Vocational Education; Workplace Literacy
IDENTIFIERS- Alternative Assessment; *Canada

This guide, which was developed for Canadian literacy teachers, contains practical guidelines for including people with intellectual and other disabilities in literacy education. The foreword examines the problems caused by various barriers that have traditionally excluded intellectually disabled individuals from literacy programs, and the introduction outlines the benefits of inclusion. Chapter 1 takes a systematic look at the various literacy programming options available in Canada (community-based volunteer tutor programs; library programs; school-based programs; literacy and adult basic education report of the project during which they were developed. The scope and sequence consists of these sections: national vision and mission statements; comparison of the two types of programs; overview of vocational family and consumer sciences education in Missouri; implementing a vocational instructional management system; Missouri family occupational analysis chart; subject area occupational analysis chart; family and consumer sciences education program guidelines; taxonomies of approvable courses and classification of instructional programs, Family and Consumer Sciences Education and Occupational Family and Consumer Sciences Education; exploratory/comprehensive course information and student competencies; semester course rationales and student competencies; occupational family and consumer sciences education program guidelines; and occupational course competencies. The four-page report describes how the crosswalk was developed and revised in 1995. The project crosswalked the revised competencies for six semester courses against existing curriculum guides. Plans were made to distribute and explain these crosswalks to teachers via five regional inservice sessions. (YLB)

ED 404 536 CE 073 562

Missouri Comprehensive Guidance Program Evaluation Project: Phase IV. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 May 95
NOTE- 39p.; For a related document, see ED 362 743.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Career Guidance; *Competence; Competency Based Education; *Curriculum Evaluation; Educational Quality; Evaluation Methods; *Guidance Programs; High Schools; Norm Referenced Tests; Program Effectiveness; *Student Evaluation
IDENTIFIERS- Missouri

A study reported on progress in developing statewide norm-referenced evaluation scales for high and middle school students. Phase IV goals were to develop and try out a guidance curriculum results evaluation survey format for use by local school district personnel and to explore ways to analyze and use Missouri School Improvement data to understand the possible links between high quality guidance programs as perceived by school faculty and staff, students, and parents and students' self-efficacy and their mastery of guidance competencies. Students in regular classrooms--3,224 high school and 3,271 middle school students--completed the survey. Study results demonstrated clearly that the factor structure of self-efficacy ratings of these guidance competencies replicated an assignment by school professionals who developed the Missouri Comprehensive Guidance Program (MCGP) of guidance competencies into categories and three scope and sequence areas and supported the correspondence between student organization of categories into one of three factors and prior expert assignment of categories to one of three areas within the MCGP scope and sequence and the use of the statewide, norm-referenced guidance competency self-efficacy scales as pre/post measures to aid in evaluating the impact of guidance classroom activities. (Appendixes include a list of 23 references, 3 tables, a draft version of the reporting format, draft of a results evaluation framework, and advance questions to the

The Clark-Theders Insurance Agency, Inc." (Rick Theders); "Model of an Effective Partnership in the Government/Public Service Sector: Pennsylvania Department of Transportation" (John A. Polto); and "Vocational Student Organizations" (Alice Potosky). (KC)

ED 404 555   CE 073 604

Thiers, Naomi, Ed.
Successful Strategies: Building a School-to-Careers System.
PUB DATE- 95
NOTE- 373p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Competence; Educational Finance; *Educational Resources; *Education Work Relationship; Employment Potential; Job Skills; On the Job Training; Postsecondary Education; Program Evaluation; *School Business Relationship; Secondary Education; Staff Development; Standards; Student Organizations; *Vocational Education; *Work Experience Programs

The following papers are included: "Building a Broad-Based Partnership" (Randy Wallace); "Creating a Partnership Agreement" (M. Amos Clifford, Robyn Flores); "Forming True Partnerships with Employers" (Lee W. Sloan); "Choosing a Model for Your School-to-Careers System" (Patty Williamson); "Case Study: Career Academy Model" (Shirley Earlise Starke); "Case Study: Occupational Clusters Model" (John A. Polto); "Case Study: Tech Prep Model" (Stephen Olczak); "Case Study" (Youth Apprenticeship Model" (Wayne Rowley, David H. Hensley); "Linking Secondary and Postsecondary Institutions" (Don Pirozzoli, Chuck Guay): "Using Skill Standards and Skill Certificates" (Bryan Albrecht); "Writing Your Local Plan" (Eileen Haag); "Developing a Career Awareness Program" (Linda Auman); "Integrating Academic and Vocational Teaching---An Overview" (Gene Bottoms); "Case Study: Integrating Academic and Vocational Teaching" (Joan A. Ford); "Case Study: Integrating Academic and Vocational Teaching" (Jeffrey C. Moss); "Developing Career Majors" (Randol Walker, Roberta Walker, Nancy Dutton); "Using School-Site Mentors" (Marilyn Ash); "Integrating Reforms into Your Current System" (Rene Leger); "Staff Development in School-to-Work Reforms" (Janet Warrington); "Equity in School-to-Work: Serving All Students" (Mary Wiberg, Jenny Erwin); "A Model for Serving At-Risk Students" (Jimmy G. Koeninger); "Developing a Learning Plan and Employer Agreement" (Jill Carpenter, Jim Dawson); "Developing Paid Work-Based Learning Experience" (Elyse Topolsky, Marlene Owens); "Successfully Matching Students and Employers" (Lois Ann Porter); "The Role of Workplace Mentors' (Ellen Dunbar); "Teaching Workplace Competencies and All Aspects of an Industry" (Paul Weckstein); "Creating Work-Based Opportunities in Rural Areas" (Kathy Proctor); "Marketing Your School-to-Work System" (Patty Williamson); "Helping Students Move on from School-to-Work Programs" (Jim Steward); "Evaluating Your School-to-Work System" (Clifton Smith); and "Getting Continuing Funding for Your System" (John O'Malley). Appendixes contain an overview of the role of vocational student organizations (VSOs) in school-to-work programs and lists of state school-to-work personnel, 21 other organizations, 10 VSOs, and state resource centers. (KC)

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Educational Change; Educational Development; *Educational Psychology; Elementary Secondary Education; Theory Practice Relationship
IDENTIFIERS- *National Education Goals 1990; Psychological Influences

The lack of progress in education reform initiatives may be the conspicuous absence of psychology in policy and planning for reform. Although psychological theory and research underlie much of educational practice, educational policy and the educational literature seldom cite psychological contributions to the improvement of education. This article advocates the use of psychological principles in meeting the six goals of national education reform. These national education goals have been promoted as a standard for American education to be attained by the year 2000, yet they actually constitute a broad pattern for comprehensive services for children and adults that address health, social needs, mental health, and development. It is believed that psychological principles, research and expertise are fundamental to effective planning and implementation of education goals. Psychological research on early childhood development, drop-out prevention, standards for psychological and educational assessment, use of scientific knowledge, contributions to adult learning, and increased school safety can make direct contributions to national education goals. Although psychology's role in education reform has not yet been prominently displayed, it can be an important component of educational improvement. (RJM)

ED 404 575 CG 026 881

Jones, Edlyn N.; Lancaster, Julie
What College Counselors Need To Know about HIV Disease: Some Recommendations from the Literature.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Students; *Counseling Techniques; Counseling Theories; Counselors; Higher Education; Literature Reviews; *School Counselors; School Health Services; Student Needs
IDENTIFIERS- Risk Taking Behavior

Acquired Immune Deficiency Syndrome is becoming the United States' primary health and psychological crisis. While many populations are at risk for infection, college and university students, because of unsafe sexual behaviors, experimentation with alcohol and drugs, and failure to see themselves at risk for infection, are particularly vulnerable to this disease. This article is directed toward college and university counselors, who are often in the forefront for helping individuals deal with the disease and its implications. It summarizes the research literature on ways to respond to the potential crisis. Because colleges contain large concentrations of sexually active young people, they will have to shape policy regarding HIV-positive students on campuses. It is recommended that college counselors acquire and maintain a thorough understanding of HIV disease and AIDS, understand risk behaviors and society's reactions to them, acquire an understanding of common neurological and psychological

Counseling; *Peer Influence; *School Culture; *Student Development
IDENTIFIERS- Australia; *Peer Mediation

Peer mediation programs in schools are an effective way for children to learn the cooperative skills of conflict solving. This paper outlines the implementation of an action research based mediation program within a primary school setting. It examines both the characteristics of successful implementation and the dilemmas of change agentry. A model for cooperative skills in conflict solving is also outlined. It is suggested that peer mediation cannot exist in isolation and that connection to school philosophy, links with curriculum, effective teaching and learning practices, and a collaborative approach to professional practices are all important. The practices presented here are based on five core beliefs: (1) relationships are pivotal to the development of a child's social functioning; (2) cooperative relationships promote a deeper desire for learning; (3) teachers and schools can help promote positive relationships; (4) interpersonal conflicts are a part of life; and (5) lessons children learn about themselves will help them make connections later in life. Key aspects of one successful program are presented, along with a six-step outline of the process and theoretical assumptions. The benefits of instituting such a program include conflict resolution skills, higher self esteem, and an overall improvement of the school's climate. (Contains 11 references.) (RJM)

ED 404 594   CG 027 414

Griffiths, Coosje
Battler, Helper or Strategist...School Psychologists' Responses to Bullying and Violence in Schools.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; *Educational Environment; Elementary Secondary Education; Foreign Countries; Intervention; *Prevention; Pupil Personnel Workers; School Counselors; *School Psychologists; *School Security; *Violence
IDENTIFIERS- Australia; *Bullying

In the past, educators have been reluctant to deal openly with the issue of school violence. This paper examines feedback from workshops on bullying and refers to the results of a survey of school psychologists regarding school violence. It is argued that the causes of violence at school are multifaceted and interactive. Bullying is a world-wide problem and many school psychologists report that they are poorly prepared to respond to such violence. Staff responses to bullying depend on a variety of factors, such as their own experiences, beliefs, and discipline styles. Schools lacking preventative strategies often favor traditional punitive approaches. Given the prevalence of bullying violence in schools and its negative effects on the well-being of students, programs need to be instituted so that all schools can readily access expertise, resources, and training. School psychologists have a range of specialist skills to assist schools in this endeavor, but due to a lack of training, they have been reluctant to take the grade, were able to examine more complex materials and extend their thinking beyond the information (Advanced). (RS)

ED 404 613 CS 012 709

Sanacore, Joseph
Reaching Out to a Diversity of Learners: Innovative Educators Need Substantial Support.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Class Size; Educational Cooperation; *Educational Innovation; Elementary Secondary Education; *High Risk Students; *Inclusive Schools; Mainstreaming; School Aides; Small Classes; *Special Education; *Student Development; Teacher Aides; Teacher Student Ratio; Teamwork; Volunteers
IDENTIFIERS- Diversity (Student); *Educational Issues

During the past several decades, educators have been experimenting with a variety of humanistic innovations to enrich students' academic, social, and emotional growth. These innovations include mainstreaming, inclusion, and detracking, and their intent is to reach out to all students, especially at-risk learners. To reach out, however, requires substantial support. Support is vitally important because students' "at-riskness" will not disappear and because the United States government and educational community continue to believe in the efficacy of raising academic standards. The following sources of support are therefore intended as a complement to and a scaffold for teachers and administrators who experiment with different ways of meeting a diversity of learning needs. At-risk learners benefit from instructional activities that are carefully planned and supported by classroom teachers and learning center staff. Unfortunately, in many schools, disabled students get a de-gutted, fragmented version of the mainstream lesson with no clear connections to it; instead of discussing a book and writing about it, they may do some workbook exercises. One model for integrating disabled and nondisabled learners schedules language arts for 7 periods a week; the 2 extra periods are devoted to group and individual work addressing the specific skill level of the students. Other helpful approaches include teamwork between the special education teacher and the classroom teacher; the use of volunteers and paraprofessionals; the use of wide-ranging and important resource materials; and the reduction of class sizes. (A sample teaching schedule is attached.) (TB)

ED 404 614 CS 012 710

Doyle, Dennis
Reading Better and Faster.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - General (130)
DESCRIPTORS- Reading Comprehension; *Reading Habits; *Reading Improvement; *Reading Rate; *Reading Skills
IDENTIFIERS- Reading Fluency; Reading Management; *Self Monitoring

For most people, it is easy to learn to read faster. A reading concludes the booklet. (RS)

ED 404 634 CS 012 734

Hertz-Lazarowitz, Rachel; Schaedel, Bruria
Success for All in Acre, Israel: Effects on Hebrew and Arabic Reading and Writing. (First Year).
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Elementary Education; Foreign Countries; Program Effectiveness; *Reading Achievement; *Reading Comprehension; Reading Readiness; Reading Research; Sex Differences; *Writing Achievement; Writing Research
IDENTIFIERS- *Israel; *Success for All Program

A study investigated the effectiveness of the Success for All (SFA) program developed at Johns Hopkins University. The program emphasizes prevention of failure, personal tutoring, family-school program, and regular evaluation of student progress. In 1996, the program involved schools in northern Israel--Arabic and Jewish, religious and secular. Subjects of the study were 211 students at 3 Jewish schools and 66 students in 2 comparison schools, and 69 Arab children in SFA schools and 67 Arab children in comparison schools. Subjects completed the Shatil Readiness Test, a reading comprehension test, and a writing test. Preliminary results indicated that: (1) Jewish children scored higher on subscales of reading readiness than Arabs, and Arab children scored higher than Jewish children on other subscales; (2) Jewish students surpassed Arab children on all subscales of the reading comprehension test; (3) children from low socioeconomic background, which were most of the SFA students, were similar in their writing achievement of children from more advantaged backgrounds; (4) Arab girls gained the most from SFA and were much closer in their achievements to the Jewish girls; and (5) Jewish boys received the highest writing achievement scores--their stories were evaluated as being better than the girls' writing. (Contains three references and three tables of data.) (RS)

ED 404 635 CS 012 735

Maaka, Margaret J.; Lipka, Pamela A.
"I Used To Think Reading Sucked!" Promoting Positive Literacy Habits and Attitudes in the Elementary Classroom.
PUB DATE- Mar 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Comparative Analysis; Grade 6; Intermediate Grades; *Literacy; Reading Attitudes; *Student Attitudes; *Student Centered Curriculum; Student Motivation; Teacher Behavior; Teaching Methods
IDENTIFIERS- Collaborative Learning; Hawaii; Learning Environments

(many of them regional in nature) not readily found in ordinary dictionaries and by non-native Americans whose mother tongue is not English. The dictionary's preface explains what an idiom is, what kinds of idioms there are, and how they work, and provides instructions on how to use the dictionary. The ordering of information in the dictionary includes the parts of the sentence, explanations, examples, and cross-references in alphabetical order on every pertinent page. (NKA)

ED 404 655 CS 215 749

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1997--Six Summaries.
PUB DATE- 97
NOTE- 9p.; For the 1996 summaries, see ED 395 331.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; Literature Appreciation; *Mass Media Role; *Reading Instruction; Student Evaluation; *Writing Instruction
IDENTIFIERS- *Educational Issues; Multicultural Materials; *National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of 6 National Council of Teachers of English commissions, is presented in this 14th annual report. The commissions and their directors are: (1) Commission on Composition (Christine Kline); (2) Commission on Curriculum (Kathleen Andrasick); (3) Commission on Language (Judith Lindfors); (4) Commission on Literature (Carol Jago); (5) Commission on Media (Lawrence B. Fuller); and (6) Commission on Reading (Mary H. Maguire). Some of the subjects discussed in the report include: relationships among computers, writing, and the teaching of writing; assessment in writing; what constitutes good writing; thoughtful implementation of English language arts standards; the increasing integration of the curriculum; professional development; authentic assessment; laws mandating specific methodology for elementary and secondary classrooms and teacher education programs; language study in the classroom; exclusion of controversial issues from oral and written classroom discussions; the growing emphasis on standards in both the schools and in public discourse about education; a growing public concern and discussion of the ethics and impact of the media on various American institutions; use of television and film to encourage reading and thoughtful discussion; censorship; copyright law; support for public schooling; professional development of teachers; informed discussion about reading theory, research, and practice in the national and professional conversation; and understanding the complex intersections among race, class, gender, and language in reading, literacy curriculum, and practices in mainstream, bilingual multicultural communities. (RS)

ED 404 656 CS 215 750

McCleary, Bill
Changes in Accounting Education Include Increased Use of Writing Tasks.
PUB DATE- Apr 97
NOTE- 5p.
LANGUAGE- English

PUB DATE- 97
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Class Activities; *English; *Imagination; Interdisciplinary Approach; Intermediate Grades; Language Arts; *Language Role; *Metaphors; *Multicultural Education; Rhetoric; Secondary Education
IDENTIFIERS- *Metaphorical Thought

This book explores the subject of metaphor, using the imagery of cartography to set a course. It explores the creative aspects of thinking and learning through literature, writing, and word play, drawing connections between English and other content areas. Theory and practical applications meet in the book, linking activities and resources to current classroom concerns--to multiculturalism, imagination in reading and writing, critical thinking, and expanding language experiences. The first part of the book examines the uses of metaphor in constructing meaning. The second part takes up issues related to multiple perspectives--using metaphors to experience other lives, and exploring cultures through traditions. The third part of the book is devoted to a consideration of the history and current status of the English language and focuses on using cross-cultural stories in the English classroom, offering a number of resources for teaching multicultural literature in English. The fourth part examines the sensory experience of metaphors by seeing, hearing, tasting, smelling, and touching with the imagination. Contains 14 pages of references and an index. (NKA)

ED 404 676 CS 215 783

Banks, Janet Caudill
Creative Projects for Independent Learners. Revised Edition.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; *Independent Study; *Language Arts; *Learning Activities; Literature Appreciation; Peer Groups; Research Skills; Student Projects; Student Research; *Writing Improvement
IDENTIFIERS- Blooms Taxonomy; Dictionary Skills; Word Games

This guide for teachers of grades 3 through 8 provides a collection of self-directed projects for either individuals or small groups. Suitable for use in classroom learning centers, the guide is divided into 7 sections. Section 1, Working with Literature, offers activities for teaching reading using novels, student-made novel packets, fiction story assignments, and suggestions for working with Bloom's Taxonomy. Section 2, Enhancing Research Skills, contains projects to develop research skills, including writing an expert report or a descendant report, and information on using trivia questions in class. Section 3, Improving Writing Competence, provides tips for building motivation, designing a writing program, providing writing instruction, and evaluating writing. Section 4, Managing a Thematic Spelling Program, explains how to develop such a program, including how to develop weekly thematic lists, how to use diagnostic tests for student placement, and how to create individualized spelling activities and games. Section 5,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; *Evaluation Methods; Higher Education; *Introductory Courses; *Speech Communication; Student Evaluation; *Teaching Methods
IDENTIFIERS- Communication Competencies; Communications Curriculum; *Competent Speaker Speech Evaluation Form

Noting the centrality of the competence construct in current pedagogical practices and basic communication course design, this paper questions assumptions about how communication is taught and assessed in the classroom. The paper begins by addressing disagreements on communication competence, focusing on normative measures of communication competence, communication competence and the "other" person, communication competence and the speaker, and cognitive communication competence. The paper then discusses the action and reaction approaches to communication competence, competence as a set of communication skills, competence as achieving goals, competence as appropriateness, a transactional approach to competence, and implications for the basic communication course. The paper then addresses the "Competent Speaker" form specifically, offering criticism of the form concerning its ability to discriminate levels of competence, the generalizations from the teacher's point of view to the audience as a whole, and the cultural narrowness of the competencies. The paper concludes that communication educators can, and should (1) profess to teach a knowledge base that can help students make informed analyses and judgements about their past, present, and future communication interactions; (2) teach skills that students can use in a variety of communication contexts; and (3) discuss and demonstrate communication strategies that might be helpful in future interactions. Contains 59 references. (RS)

ED 404 696   CS 509 446

Hugenberg, Lawrence W.; Moyer, Barbara S.
Groups in Organizations and Communication Training: Closing the Barn Door.
PUB DATE- Nov 96
NOTE- 46p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Research; *Communication Skills; *Conflict Resolution; *Group Dynamics; Higher Education; *Interpersonal Communication; Literature Reviews; Organizations (Groups)
IDENTIFIERS- Communication Competencies

Noting that research is inconclusive regarding the role of mediation in groups, this paper represents an initial attempt to integrate specific communication skills into the teaching of mediation. The paper begins with a literature review investigating literature on communication competence during conflict to establish a foundation for the basic leadership communication requirements. Sections of the literature review part of the paper address group members' perceptions and behaviors, negotiation, the role of the mediator, communication competence, mediation in groups, group communication and mediation training, and mediation skills in organizational

(ED), Washington, DC.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Community Cooperation; Compensatory Education; Demography; Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Politics of Education; Poverty; Prenatal Drug Exposure; Public Schools; *School Business Relationship; School Restructuring; Staff Development; *Superintendents; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Building community collaboration and commitment for educating students in urban districts was the theme of the January 29-31, 1992, meeting of the Urban Superintendents' Network. Presentations and discussions focused on the political nature of education, Chapter 1 legislation, the use of educational technology, and educational standards and testing. This publication includes excerpts from the keynote address by Bernard Watson speaking on the urgent need for collaborative action in solving problems in education. Another article features an exchange about business/education collaboratives between Deputy Secretary of Education David Kearns and meeting participants. Harold Hodgkinson presented data on urban demographics. Concurrent sessions were held on four topics: education of children prenatally exposed to drugs; school/community/business collaboration; staff development and renewal; and school restructuring and reform. Excerpts from each district's response to these topics are dispersed throughout the issue in a series called "District Responses: Meeting the Challenge." (MLF)

ED 404 716 EA 024 981

West Virginia 2000--Education First: Our Future Depends on It.
PUB DATE- Feb 93
NOTE- 46p.; Submitted to the governor of West Virginia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Excellence in Education; *State Action; State Legislation; *State Programs
IDENTIFIERS- *West Virginia

Progress made by West Virginia toward achieving each of its six goals for education, which encompass the goals of the West Virginia Board of Education, the Governor's Committee on Education, and the national goals of America 2000 among others, is described in this report. Each section provides a checklist of state achievements and a list of the educational programs being implemented to achieve the state's educational goals. West Virginia's educational goals are: all students will have equal educational opportunities and will be ready for first grade; student performance will equal or exceed national averages with an emphasis on mathematics and science; personnel will be recruited, provided with professional development, and given competitive compensation; 90% of 9th grade students will graduate from high school prepared for either higher education or employment; the school environment will be safe, disciplined, and adequate to the needs of all students; and all group, and society; the reification of organizations; critical theory and educational administration; schools and societal ideology; ideology within schools; and critical theory in educational leadership. Leadership, from the critical perspective, moves beyond the management of things and people to a focus on vision and ideas with the ultimate goal of emancipation. Self-reflection leads to self-knowledge. The school organization is nonhierarchical and based on shared power. To truly reform schools, the ideologically based issues in society and within schools must be exposed. (Contains 48 references.) (LMI)

ED 404 737 EA 028 235

Bulach, Clete; And Others
Mistakes Educational Leaders Make.
PUB DATE- Feb 97
NOTE- 10p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; *Interprofessional Relationship; *Leadership; Supervision

There is a plethora of information about the qualities and skills needed to be a good educational leader. The focus, however, is usually on what educational leaders "should do" rather than on what they "should not do." This paper presents findings of a study that identified the mistakes that school administrators, educational leaders, or supervisors most commonly make. A questionnaire asked 375 graduate students in educational leadership courses (who were educators in school settings) to list the mistakes that their administrators made. The students identified 15 categories of administrative mistakes. The most frequently mentioned category was poor human relations skills, followed by poor interpersonal communication skills, lack of vision, and avoidance of conflict. A conclusion is that administrators make many leadership errors that could be avoided. These mistakes appear to affect the entire school climate. One table is included. (Contains 13 references.) (LMI)

ED 404 738 EA 028 236

Martin, Nancy K.; Yin, Zenong
Attitudes and Beliefs regarding Classroom Management Style: Differences between Male and Female Teachers.
PUB DATE- Jan 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (20th, Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Classroom Techniques; Discipline; Elementary Secondary Education; Questionnaires; *Sex Differences; Student Behavior; *Teacher Attitudes; Validity

Teachers perceive classroom management to be one of the most enduring and widespread problems in education. This paper presents findings of a study that continued efforts to refine the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. Formerly called the Inventory of Classroom Management Style, the ABCC is an instrument designed to measure teachers' perceptions of their classroom-management beliefs and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance; Credits; *Dropout Rate; *Grade 9; *Grade 10; High Schools; High School Students; Instructional Program Divisions; *Outcomes of Education; Student Placement; Track System (Education)
IDENTIFIERS- Toronto Board of Education ON

In September 1993 the Ontario Ministry of Education (Canada) changed the curriculum of grade 9 students, which resulted in the destreaming and decrediting of grade 9 students during their first year of high school. This report presents findings of a study that examined the impact of the changes on grade 9 students in the Toronto Board. The study used a "benchmarks" process: It compared the achievement and outcomes of two grade 9 cohorts (1991-92 and 1992-93) prior to the curriculum changes with the outcomes of the next cohort of grade 9 students (1993-94). The study also tracked students in each grade 9 cohort for 2 years (that is, for their 9th- and 10th-grade years). Findings are presented for the first destreamed/decredited cohort of students, who finished grade 10 at the end of summer 1995. The results of the curriculum changes were moderately positive. The numbers of dropouts and out-of-Board transfers declined slightly compared to the other cohorts; grade 9 absenteeism fell slightly; the dropout rate fell across all absenteeism categories except for those viewed as "highly at risk"; and, compared to the two previous cohorts, the destreamed students had higher credit accumulations in grade 9 and similar credit accumulations in grade 10. Six tables are included. (LMI)

ED 404 758 EA 028 270

Frymier, Jack
Accountability in Education: Still an Evolving Concept. Fastback 395.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Freedom; *Accountability; *Educational Assessment; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Government School Relationship; Intellectual Freedom; School Choice; State Legislation; *Teacher Effectiveness

Despite its long history, accountability in education means different things to different people. There is little consensus about how to apply the concept intelligently and creatively in schools. This fastback explores various issues inherent in the concept and practice of accountability, as applied to public education. The issues include evaluation; whether accountability is to be used for improvement or control; teacher accountability for student learning; freedom, authority, and responsibility; freedom, equality, and accountability; education as a social system; the goals of education as they relate to accountability; professionalism and accountability; motivation and improvement; state laws and the laws of learning; accountability and levels of operation; and school choice and accountability. The brochure concludes eith eight recommendations: (1) the goals of education should be

Insurance; Health Services; *Incidence; Parents with Disabilities; Race; Socioeconomic Status; Tables (Data)
IDENTIFIERS- National Health Interview Survey; Service Utilization

Based on the 1990 Core Questionnaire and Family Resources Supplement of the National Health Interview Survey, involving 108,815 individuals, this report presents estimates of the prevalence of disability in families, selected demographic and socioeconomic characteristics, and utilization of health services by families with and without members with disabilities. Specifically, the data focus on living arrangements of individuals with and without disabilities, family type, probabilities of couples with disabilities living together, probabilities of householders with disability having children with disabilities, family size and disability, race and Hispanic ethnicity, age, educational attainment, income levels, health insurance, physician contacts, and hospitalization. Findings of the report indicate: (1) an estimated 20.3 million families have at least one member with a disability; (2) the family disability rate is 28.5 percent among partnered families and 32.1 percent among single-householder families; (3) when a family has a member with a disability, that member is most likely to be a householder; (4) some 3.8 million families contain one or more children with disabilities; (5) the rate of disability is 29.1 percent for white families, 31.9 percent for black families, and 21.7 percent for other races; (6) the highest observed poverty rates by disability status are among single-householder families with two or more children with disabilities; and (7) families with members with disabilities have significantly higher than average numbers of hospital days. Detailed tables of the statistical data are included and an appendix contains standard errors for the detailed tables. (Contains 15 references.) (CR)

ED 404 778 EC 305 245

Schalock, Robert L., Ed.; Siperstein, Gary N., Ed.
Quality of Life. Volume I: Conceptualization and Measurement.
PUB DATE- 96
NOTE- 139p.; For Volume II, see EC 305 246. For the earlier edition, see ED 323 698.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; *Developmental Disabilities; *Evaluation Methods; *Measurement Techniques; Measures (Individuals); *Mental Retardation; *Quality of Life; Self Advocacy

This volume deals with the conceptualization and measurement of quality of life for persons with mental retardation and developmental disabilities. Part 1, "The Conceptualization of Quality of Life," contains: "Self Advocacy: Foundation for Quality of Life" (Nancy A. Ward and Kenneth D. Keith); "Quality of Life and the Individual's Perspective" (Steven J. Taylor and Robert Bogdan); "Quality of Life across the Life Span" (Jack Stark and Earl Faulkner); "Quality: A Parent's Perspective" (Cathy Ficker Terrill); and "A Grandparent's Perspective: A Special Relationship" (Charles A. Gardner). Part 2, "The Measurement of Quality of Life," includes: "Attempt To Conceptualize and Measure Quality of Life" (Carolyn Hughes and Bogseon Hwang); "Assessment of Quality of Life" (David Felce and Jonathan Perry); "Measuring Quality of Life across Cultures: Issues and Challenges" (Kenneth D. Keith); "A Longitudinal-Ethnographic Research Perspective on Quality of Life" (Robert B. Edgerton); "Methodological Issues in Quality learners. The third paper, "Generalized Transition Network Parsing for Language Study," by Donald Loritz describes a generalized transition network system, GPARS, particularly as it has been developed for the instructional parsing of English by students with deafness. (Individual papers contain references.) (DB)

ED 404 796 EC 305 314

Alberg, Joni Y.
Establishing a Center for Educating Students with Handicaps in Regular Education Settings (CESHIRES). Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 92
NOTE- 515p.; For the final product of the study, see ED 367 071.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; Delivery Systems; *Disabilities; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Intervention; Mainstreaming; Program Costs; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *Student Placement; Teaching Models

This report describes a project to develop a tool to assist local schools and districts in choosing among various educational approaches to serving children and youth with disabilities in general education settings. The primary purpose of the study, its objectives, and the final product are described in the first chapter. The second chapter contains a description of the process and procedures used to develop the Decision Tool and presents the decision-making framework. Appendices contain a listing of Advisory and Review Panel members and descriptions of the focus group process, the site visit process, and procedures used to gather implementation information. The final product of the study, "Educational Approaches and Program Options for Integrating Students with Disabilities: A Decision Tool," a manual for principals, district directors of special and general education programs, and teachers, is included as Appendix A. This guide offers a decision-making framework that provides a means for classifying individual programs and recording general implementation information about each program. The first level of program classification is by the primary approach to intervention. The second level of classification is according to the focus of the intervention approach. Programs following an instructional approach can be classified at one additional level (Level 3) according to the type of curriculum addressed. Descriptive information about programs of interest can be broken down into relevant program characteristics such as target population, focus of intervention, implementation requirements, and program effectiveness and costs. A planning process is presented for use in program review, selection, and implementation. Sixteen programs are then described using the key dimensions presented in the decision-making framework to demonstrate how program information can be extracted and synthesized so that informed decisions can be made. (Each program description contains a list of references. (DB)

Gorelick, Jack
A Strong Sibling Network: Forgotten Children No More.
PUB DATE- Jul 96
NOTE- 22p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Coping; Developmental Disabilities; Emotional Response; Family Role; Long Range Planning; *Mental Retardation; Program Development; *Sibling Relationship; *Siblings; *Social Support Groups

This report traces the recent recognition given to the needs and feelings of siblings of individuals with mental retardation. The development of social support groups for siblings from 1960 to the present is described, including the establishment of the landmark Brother-Sister Group, the founding of the Association for the Help of Retarded Children's (AHRC) Adult Sibling Support Group, and AHRC conferences on siblings of people with mental retardation and developmental disabilities. Literature written to address the problems of siblings of individuals with mental retardation is reviewed. The impact of several converging factors on sibling concerns is addressed, including the increased longevity of persons with mental retardation, the aging and death of parents who provided care, the closure of institutions, and the return to the community of institutionalized people. The fears and emotional conflicts of siblings of those with mental retardation are identified. Recommendations are made for a future agenda for sibling services that includes having all members of a family involved in future planning, starting services for siblings at an early age, and making genetic information and counseling available to help siblings make decisions about their own parenting. (Contains 15 references.) (CR)

ED 404 815 EC 305 333

Akkok, Fusun; And Others
The Relationship between Stress and the Causal Attributions of Mothers and Fathers of Children with Mental Disabilities and Autism.
PUB DATE- Jul 96
NOTE- 15p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Autism; Coping; Family Influence; Foreign Countries; *Mental Retardation; *Parent Attitudes; *Parent Child Relationship; Questionnaires; *Stress Variables
IDENTIFIERS- Turkey

The causal attributions of 142 parents (80 mothers and 62 fathers) of Turkish children with mental retardation and autism for their child's disabilities were investigated in this study, which also examined the relationship of these attributions with rehabilitation technology services providers used in the evaluation process, types of modifications or accommodations made during the vocational evaluation process for individuals with severe disabilities, use of assistive technology aids and devices in vocational evaluations, and barriers limiting the use of rehabilitation technology in the vocational evaluation process. According to the survey's findings, the current use of technology resources within vocational evaluation is limited but there are indications that the field is realizing the importance of including rehabilitation technology in expected standards of practice. (Contains 14 references.) (CR)

ED 404 833 EC 305 395

Lown, Neil F.; Langton, Anthony J.
Enhancing the Role of Vocational Evaluators: Surviving in a Changing World.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Assistive Devices (for Disabled); *Disabilities; Interprofessional Relationship; Needs Assessment; Observation; *Staff Role; *Technology; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Technology

This report describes the role of the vocational evaluator in identifying technology that will assist the client in overcoming functional limitations. The traditional approach to vocational evaluation as well as problems with this approach, including the limitations of standardized assessment procedures, are discussed. The report then outlines a new approach that highlights the importance of identifying functional capacities and considering technology as a way to overcome functional limitations. The use of behavioral observation in assessing the potential need for assistive technology devices is also covered. Questions that vocational evaluators should consider in their evaluation are provided and steps they should take in consulting with the client after the formal evaluation are outlined. The report reviews the advantages of this approach to the client, the employer, and the vocational rehabilitation counselor. The relationship and complimentary roles of vocational evaluators and rehabilitation engineers are addressed under a section on territorial issues. (Contains 13 references.) (CR)

ED 404 834 EC 305 396

Langton, Anthony J.; And Others
Issues and Applications in Assistive Technology.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive

and (3) inclusion of film in ESL courses as a way of providing students with academic experiences that are both aesthetic and intellectual rather than purely cognitive. In addition to presenting a review of relevant literature, examples from ESL courses at the Universidad Autonoma Metropolitana at Iztapalapa (Mexico) using film as an integral part of English language and cultural instruction are highlighted. Contains 23 references. (Author/MSE)

ED 404 853   FL 024 401

JLTN Quarterly, 1995-1996.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Class Activities; Classroom Techniques; Cultural Context; Daily Living Skills; Film Criticism; Food; *Games; High Schools; Instructional Materials; *Japanese; *Role Playing; Second Language Instruction; *Second Languages; Sociocultural Patterns; Tourism

This document consists of the four issues of the "JLTN Quarterly" issued from December 1995 to October 1996. This journal for high school Japanese language teachers contain articles on class activities and classroom teaching techniques. These include: exercises in interpretation of a Toys "R" Us store map and advertising; a weather discussion activity; notes for a classroom fashion show; creative homework assignments; exercises using foreign tourism materials; Japan clubs; interpretations of a food diary; a teacher rating game; a definition game; campus tour guide role-playing; a guessing and identification game; a movie review exercise; and an activity to encourage classroom discussion of America in Japanese. Software and instructional material reviews, professional announcements, and employment opportunity notices are included in each issue. (MSE)

ED 404 854   FL 024 413

Fidalgo, Reyes I.
Alternative Assessment: Directed Creative Writing for Intermediate Level Students.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Conference on the Teaching of Foreign Languages and Literatures (19th, Youngstown, OH, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Activities; Classroom Communication; Classroom Techniques; *Creative Writing; Discussion (Teaching Technique); *Evaluation Methods; Higher Education; Language Skills; *Language Tests; Second Language Instruction; *Second Language Learning; Spanish; Story Grammar; *Student Evaluation; Student Participation; Test Anxiety; Testing; Writing Exercises
IDENTIFIERS- *Alternative Assessment

Use of a directed creative writing exercise to assess intermediate language students' skills is discussed. The technique was developed for second-year college Spanish instruction as an alternative to conventional writing tests in

The second section cites resources on model programs, those both specifically for newcomers and others. Section three addresses instructional issues, both general and for literacy. Several additional documents and contact persons or organizations are also listed. (MSE)

ED 404 873 FL 024 436

Hirsch, Charles; Supple, Deborah Beres
61 Cooperative Learning Activities in ESL.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Communication; Classroom Techniques; Concept Formation; *Cooperative Learning; Elementary Secondary Education; *English (Second Language); *English for Academic Purposes; Games; Health Education; Health Promotion; History Instruction; Humanistic Education; Instructional Materials; Limited English Speaking; Literature Appreciation; Mathematical Concepts; Mathematics Instruction; Safety; Science Instruction; Second Language Instruction; Social Studies; Technology; *Worksheets
IDENTIFIERS- *Content Area Teaching

Cooperative learning activities, instructional strategies, and reproducible classroom materials are provided to assist teachers with English-as-a-Second-Language learners in their classes. They are designed to help students develop English language skills using conversation-based cooperative learning principles, with native speakers and ESL students working together at mixed levels in the core curriculum. Rich content choices and the collaborative design of each activity encourage student interaction. Activities that can be used exclusively for language learning are also included. The 61 activities are grouped in five sections: language and literature; history and social studies; thinking and communicating in mathematics; thinking and communicating in science and technology; and health, wellness, and safety and prevention. Each activity incorporates one or more of these elements of holistic learning: content; problem-solving; principles of humanistic learning; and games. An introductory chapter suggests a lesson-plan format, including activities, teaching procedures, and reading strategies. Each activity includes a page of teaching suggestions and reproducible worksheet(s). (MSE)

ED 404 874 FL 024 437

Anstrom, Kris
Defining the Limited-English Proficient Student Population.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Definitions; Demography; Elementary Secondary Education; *English (Second Language); Federal Legislation; *Federal Regulation; Information Sources; *Language Skills; *Limited English Speaking; State Legislation; *State Regulation; Student Characteristics

use of reflective journals impacted student project work. The workshop approach causes students to engage in metacognitive thinking during work on their class projects. Sixty-nine students from three graduate educational administration classes and two upper level educational technology classes participated in the study. In each class the student project, which used the workshop approach, constituted either 25 percent or 33 percent of the total class grade. Both qualitative and quantitative data were collected and analyzed. A questionnaire given to students at the end of the courses solicited their perceptions of the effects of the approach on their learning. Instructors photocopied sample student journal responses about the project, made their own reflective journal entries about use of the workshop technique and kept sample projects. Student perceptions of the overall use of the workshop approach relative to learning were generally positive. Investigators' observations and student comments indicated that students were thinking metacognitively. Students saw acceptance of a variety of project formats as providing an opportunity for creativity. The student questionnaire is appended. (Contains 12 references.) (JB)

ED 404 894 HE 029 699

Zemsky, Robert, Ed.
Rumbling.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; Teacher Programs Council.
PUB DATE- Nov 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Democratic Values; *Educational Finance; Educational Policy; Educational Trends; *Financial Support; Higher Education; *Institutional Autonomy; Outcomes of Education; Private Colleges; Program Evaluation; Public Colleges; *Public Opinion; *Public Support; Trend Analysis

This essay is derived from a special round table on the public and private financing of higher education, jointly convened by the California Higher Education Policy Center and the Pew Higher Education Roundtable. Discussions were informed by two sets of commissioned papers. One set of papers was a group of case studies that examined the political and financial circumstances of California, Florida, Michigan, Minnesota, and New York to understand the climate for public and private institutions of higher education in those states. The second set of papers surveyed national trends and posed broad policy questions that for three decades have been at the center of discussions concerning the financing of higher education. From these discussions, five recommendations were drawn: (1) the nation cannot afford to have a higher education system stratified by socio-economic status and class; (2) the nation's colleges and universities need to see themselves and to be perceived by others as integral to a broader system of postsecondary education; (3) the nation will be best served by a mixed economy of public and private institutions; (4) higher education's research mission belongs primarily to the nation's research universities; and (5) outcomes in general and learning outcomes in particular provide the best gauge for matching what colleges and universities promise and the revenues they receive. (JLS)

Monitoring the Effectiveness of a Performance-focused Human Resource Development Workshop at Andersen Consulting Seven Days after the Workshop.
PUB DATE- 96
NOTE- 8p.; For a related document, see CE 073 346.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Computer Oriented Programs; *Evaluation Methods; Integrated Learning Systems; *Labor Force Development; *Participant Satisfaction; Performance Based Assessment; *Performance Technology; Program Effectiveness; *Workshops
IDENTIFIERS- Performance Curves

The effectiveness of a 1-day performance-focused human resource (HR) development workshop that was conducted in 21 sessions in cities throughout North America in March-September 1996 was monitored by an electronic survey sent to all 506 participants 7 days after the workshop. Of those participants, 221 (43%) completed the survey, which sought information regarding the following: participant demographics; the workshop's support activities; and activities in the workshop's four targeted performance areas (increase proficiency in using the career development model and online HR decision-making tool; increase ability to work effectively to support other HR functional specialities; build awareness of patterns of thought/behavior/results involved in making/communicating HR decisions with coworkers/clients; and proactively share learning/improvement ideas with others). At least 77% of respondents considered the workshop effective in supporting at least moderate growth in each of the four targeted performance areas. The eight primary workshop activities and four support activities were considered at least moderately well accomplished by 80% and 65% of respondents, respectively. The technique of using electronic surveys tied to performance change in the workshop design was concluded to be a cost-effective and time-effective research procedure that both documented the workshop's effectiveness and provided ongoing feedback for continuous improvement. (MN)

ED 404 445 CE 073 346

Montgomery, Joel R.
Monitoring the Effectiveness of a Performance-focused Human Resource Development Workshop at Andersen Consulting Three Months after the Workshop.
PUB DATE- Mar 97
NOTE- 9p.; For a related document, see CE 073 345. Paper presented at the Annual Meeting of the Academy of Human Resource Development (Atlanta, GA, March 6-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Computer Oriented Programs; Evaluation Methods; Integrated Learning Systems; *Labor Force Development; *Participant Satisfaction; Performance Based Assessment; *Performance Technology; Program Effectiveness; Workshops
IDENTIFIERS- *Performance Curves

The effectiveness of a 1-day performance-focused human resource (HR) development workshop that was conducted in 21 sessions in cities throughout North America in March-September 1996 was monitored by an electronic survey sent to all 506 workshop significantly higher scores on the posttest than on the pretest. The evaluation confirmed the results of the 1995 evaluation. In both years, the youngest program participants had the least knowledge of nontraditional careers. (MN)

ED 404 464 CE 073 396

Increases in Knowledge: Equity Standards.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Programs; Comparative Analysis; *Displaced Homemakers; *Educational Equity (Finance); Improvement; *Knowledge Level; *One Parent Family; *Outcomes of Education; Pretests Posttests; Program Effectiveness; State Standards; State Surveys; Statewide Planning; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Knowledge Development; *New Jersey

In 1996, the effectiveness of New Jersey's Perkins Act-funded single parent/displaced homemaker and gender equity programs were evaluated through a 20-question equity standards survey. The survey was administered to all clients before each program began and 6 weeks after completion of those portions of the programs pertaining to equity standards. Matched pretest and posttest scores were obtained from 261 program participants. Of those participants, 77% were female, 38% were Caucasian, 37% were Black, and 21% were Hispanic. The participants ranged in age from 14 to over 46 years old. A sizable percentage (15.7%) were 16 and 17 years old. For the second consecutive year, all racial, gender, and age groups of participants studied scored significantly higher on the posttest than on the pretest. As a group, the participants answered 77% of the posttest questions correctly. Caucasians achieved the highest mean pretest and posttest scores. Although Hispanics had the lowest mean pretest score, they had the second highest mean posttest score. Participants in the 18-19 age group achieved the highest mean posttest score. Single participants had the lowest mean pretest score but demonstrated significant improvement on the posttest. (MN)

ED 404 465 CE 073 397

Program Participants Increase Equitable Attitudes.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Programs; *Attitude Change; Comparative Analysis; *Displaced Homemakers; *One Parent Family; *Outcomes of Education; Pretests Posttests; Program Effectiveness; *Sex Fairness; Sex Role; Sex Stereotypes; State Surveys; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey

In 1996, the effectiveness of New Jersey's Perkins Act-funded single parent/displaced homemaker and gender equity programs of Working Life; Self Efficacy; *Self Evaluation (Individuals)

This book contains 14 research-based chapters on adult career development in the age of downsizing, outsourcing, and new career paths. The introduction (Douglas T. Hall) describes the relational approach to careers as the recognition that career development and growth take place in a context of interdependence and mutuality. The following chapters are included: "The New Protean Career: Psychological Success and the Path with a Heart" (Douglas T. Hall, Philip H. Mirvis); "Beyond the 'Social Contract': An Analysis of the Executive View at Twenty-five Large Companies" (Barbara W. Altman, James E. Post); "New Organizational Forms and the New Career" (Philip H. Mirvis, Douglas T. Hall); "A Relational Approach to the Protean Worker" (Joyce K. Fletcher); "A Relational Approach to Career Development" (Kathy E. Kram); "Secure Base Relationships at Work" (William A. Kahn); "Growth-Enhancing Relationships Outside Work (GROWs)" (Victoria A. Parker); "Career Issues for Single Adults without Dependent Children" (Mary Young); "Creating Safe Havens at Work" (Meryl Reis Louis); "Experience Is the Best Teacher, If You Can Learn from It: Real-Time Reflection and Development" (Kent W. Seibert); "The Value of Diversity in Career Self-Development" (Barbara A. Walker); "Career Development for the Older Worker" (Philip H. Mirvis, Douglas T. Hall); "Finding Sanctuary in Post-Modern Life" (Jane L. Hodgetts, William H. Hodgetts); "Implications: The New Role of the Career Practitioner" (Douglas T. Hall); and "Final Reflections: Long Live the Career!" (Douglas T. Hall). (KC)

ED 404 483   CE 073 423

Culanculan-Tupas, Liberty
Partnership with Business and Industry: Technical Vocational Education in the Philippines.
PUB DATE- Dec 96
NOTE- 24p.; Paper presented at the American Vocational Association Convention/International Vocational Education and Training Association Conference (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Cooperative Programs; Curriculum Development; Educational Needs; *Education Work Relationship; Foreign Countries; *Institutional Cooperation; On the Job Training; *Partnerships in Education; Policy Formation; Postsecondary Education; Public Policy; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Philippines

Linking employers with educational institutions in order to improve education and educate students who can do jobs is important in the Philippines. Program linkages include the following: (1) industry involvement in policy formation through employer groups on education boards; (2) regional and provincial education boards having private industry representatives; (3) promotion of the dual training system as the preferred mode of technology-based education and training; (4) an apprenticeship program that expects industry employers to prioritize training needs; (5) Supervised Industrial Training that promotes closely monitored on-the-job training; (6) close partnerships among nine Industry Training Boards and industry associations that foster the capability of the private sector to train employees; and (7) resource sharing to conduct the National and International Skills Olympics. Although these market, child care, single parenting/parenting skills, divorce, health, alcohol/drug addiction, and domestic violence. The packet begins with a list of terms/definitions and a pretest. Presented next are sections on each of the problems considered. Each section ends with a seven-county phone listing of agencies providing more expertise on the particular problem. Various sample forms and checklists are provided throughout the packet, including the following: list of steps in assessing employment qualifications; interview checklist; sample resume sheet; guidelines for selecting child care centers; child care center information sheet; guidelines for single parents; issues to consider when deciding whether to separate/divorce; guidelines for proceeding through the divorce process; guidelines for selecting therapists; basic information about communicable diseases; and list of steps in the domestic violence healing process. Concluding the packet are a posttest, and a learning packet evaluation form. An appendix contains supplementary magazine articles examining strategies for solving the various problems discussed. Contains 53 references. (MN)

ED 404 500 CE 073 449

Burke, Lisa S.
Tutor Training: An Independent Learning Approach. Adult Literacy Independent Learning Packet.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; Cloze Procedure; Cognitive Style; Illiteracy; Independent Study; Inservice Teacher Education; Language Experience Approach; Learning Activities; Learning Processes; Lesson Plans; *Literacy Education; Readability; Reading Materials; Reciprocal Teaching; Records (Forms); Spelling; Staff Development; Student Evaluation; *Teacher Student Relationship; *Teaching Methods; Test Coaching; *Tutoring
IDENTIFIERS- 353 Project; Barsch Learning Style Inventory; Goal Setting; Neurological Impress Method; Pennsylvania

This independent training manual, which is intended for individuals preparing to become adult literacy tutors in Pennsylvania, provides an introduction to the basic principles and techniques of tutoring adult literacy students. Presented first are a preface, definition of literacy, and tutor awareness inventory. The following topics are examined: how illiteracy affects the United States; measuring illiteracy; tutor responsibilities; commitment; inservice workshops; materials, everyday reading materials; training registration; confidentiality policy; the initial student interview; student information forms; tutors of literacy for the Commonwealth of Pennsylvania's reading and spelling test; calculating materials' reading level; spelling (successful methods of teaching spelling, using the Cloze strategy for spelling, sight words, 300 most frequently used words, social sight words, word attack techniques); reciprocal questions; the language experience approach (selected language experience activities and ideas to get experience stories); duet reading (the neurological impress method); the Barsch Learning Style programs at community colleges; and vocational, job readiness, and workplace literacy programs). Provided in chapter 2 are "snapshots" of inclusive literacy practices in community-based, library, learning center, community college, and workplace programs. The following components of successful programs are explained and illustrated in chapter 3: strong leadership, supportive instructors and tutors, inclusive eligibility criteria and assessments, individualized instruction and use of resources, provision of supports encouraging accessibility, opportunities for tutor training/support, flexible approaches to evaluation, and outreach. Chapter 4 presents a sampling of successful instructional methods, and chapter 5 lists a series of questions and answers regarding tutor competencies and attitudes. Concluding the guide are a discussion of future challenges and directions and a 17-item bibliography. (MN)

ED 404 519 CE 073 537

Thompson, Gregory W.; And Others
Agricultural Science Lab Activities. Instructor Guide. Volume 27, Number 2.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Feb 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Animal Husbandry; Animals; Botany; Competence; Competency Based Education; Course Content; Field Crops; High Schools; Job Skills; Laboratory Equipment; *Laboratory Experiments; Laboratory Manuals; Laboratory Procedures; Learning Activities; Nutrition; *Reproduction (Biology); Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- *Agricultural Sciences; Missouri

This instructor guide contains 20 laboratory activities for grades 9-10 Agricultural Science I-II classes. The activities are cross-referenced to Missouri Core Competencies and Key Skills. The activities are organized into the following areas: introductory (microscope use); animal nutrition (absorption of nutrients, bacteria and disease, enzyme digestion, micotoxins); animal breeding (artificial insemination, DNA extraction, genetics, sperm motility); poultry (embryology); plant and crop science (germination, plant taxonomy, water quality); plant science (growth regulators, herbicides, photosynthesis, tropism, tissue culturing); and crop science (fermentation, hydroponics). The instructor's guide contains an organizational chart that coordinates each activity with agricultural science competencies, science competencies, preparation and class time, and materials/equipment needed; 52 references and materials; instructor notes; and lab equipment illustrations. Lessons consist of the following: student outcomes, situation or problem, scientific principles, activity objectives, vocabulary, procedures, key questions with answers, and supplemental references. (KC)

ED 404 520 CE 073 538

Baker, Andy; And Others
Animal Science. Instructor Guide and Student Reference. Volume 28, Number 3 and Volume 28, Number 4.

Board of Education). (YLB)

ED 404 537 CE 073 569

Competency Profiles for Vocational Education. Final Report.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 30 Jun 95
NOTE- 244p.; Project No. 95-133-110-3.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; Competence; *Competency Based Education; *Industrial Education; *Occupational Home Economics; Performance Factors; Secondary Education; Standards; Student Evaluation; Vocational Education
IDENTIFIERS- Missouri

This document contains a brief report describing the development of validated competency profiles for business, home economics, and industrial education at the University of Missouri-Columbia, as well as a set of the profiles. The profiles are used to evaluate students' levels of mastery of competencies in the content areas of each course. Two business education profiles are included: mathematics in business and business economics. Home economics profiles include the following: family/consumer resource management; family/individual health; nutrition and wellness; housing, home furnishings, and equipment; family living and parenthood; and child development, care, and guidance. Profiles for industrial education are as follows: drafting, electronics, machine tool technology, and welding. The industrial education profiles also include performance indicators for each topic--a crosswalk to selected instructional materials from the national skill standards, Missouri competencies, Show-Me Standards, All Aspects of Industry objectives, preemployment/work maturity skills, and Vocational Industrial Clubs of America/Secretary's Commission on Achieving Necessary Skills competencies. (YLB)

ED 404 538 CE 073 571

Employers and Schools Working Together To Improve Student Achievement. High Schools That Work. Site Development Guide #7. Business and Education.
PUB DATE- 96
NOTE- 17p.; For related documents, see ED 381 693-698.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Improvement; *Educational Needs; *Education Work Relationship; *Employer Attitudes; *Employer Employee Relationship; Employment Qualifications; Futures (of Society); Guidelines; High Schools; High School Students; Job Skills; *School Business Relationship; Standards; Student Employment
IDENTIFIERS- *High Schools that Work

This guide was developed for the Southern Regional Education Board's High Schools that Work (HSTW) program in order to help employers and educators work together to raise student achievement by making high school valuable and relevant. Its

ED 404 556 CE 073 605

Edmunds, Niel A.; Smith, Clifton L.
The Vocational Instructor's Survival Guide.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Guidance; Classroom Techniques; *Curriculum Development; Education Work Relationship; Inservice Teacher Education; Integrated Curriculum; Postsecondary Education; Professional Development; Program Development; Program Evaluation; Program Improvement; School Community Relationship; Secondary Education; Student Organizations; *Teacher Role; Teaching Methods; *Technical Education; *Vocational Education Teachers; Work Experience Programs

This booklet is an updated and expanded version of a 1983 guide for beginning and experienced vocational-technical education teachers. It contains strategies, resources, and references for further information. The nine chapters of the guide cover the following topics: (1) the role of the vocational instructor; (2) providing career guidance; (3) integrating academic and vocational education; (4) advising a vocational student organization; (5) providing work-based learning; (6) helping students make the transition from school to careers; (7) creating a school and community relations program; (8) evaluating and improving your program; and (9) professional development. (KC)

ED 404 557 CE 073 607

Policy Conversation on Literacy Research (Aylmer, Quebec, Canada, February 5-7, 1996). A Report.
PUB DATE- Feb 96
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Foreign Countries; *Literacy; *Literacy Education; Policy Formation; *Research and Development; Research Design; Research Methodology; *Research Needs; *Theory Practice Relationship
IDENTIFIERS- *Canada

This publication reports on a policy conversation, the theme for which was defining a research strategy for literacy in Canada. It is a compilation of a variety of documents--some were available at the event, others have been prepared to summarize the policy conversation itself. Section I, National Literacy Secretariat (NLS): Policy Conversations, describes the policy conversation model. Section II is the agenda. Section III lists the discussion questions for the three discrete parts of the conversation: the past tense, the present tense, and the future tense. Section IV, "Research and Literacy in Canada: A Discussion Paper to Support the Policy Conversation on Literacy Research" (Burt Perrin) highlights the following topics related to research and literacy in Canada: the state-of-the-art of literacy research, the literacy community and how it views research, awareness of research, activity within the research reactions, and recognize and work through HIV/AIDS-elicited attitudes, reactions, and feelings. Recommendations for HIV preventative education and intervention considerations when working with individuals affects by HIV disease are also offered. Institutions of higher learning can be prepared for problems related to an HIV/AIDS epidemic by having personnel prepared with information and procedures. Contains 43 references. (RJM)

ED 404 576 CG 026 884

Huber, John R.; And Others
Cross-Cultural Examination of Women's Body Image Perception.
PUB DATE- 95
NOTE- 20p.; Paper presented at the Annual Meeting of the North American Society of Adlerian Psychology (43rd, Minneapolis, MN, May 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Body Image; *Body Weight; *Comparative Analysis; *Cross Cultural Studies; Cultural Influences; *Cultural Traits; *Females; Higher Education; Self Concept; Whites
IDENTIFIERS- African Americans; Georgia Republic; Hungarians; United States

The media's portrayal of the ideal body image has been shown to be a large determinant of one's body image perception. The desire to be excessively thin can be conceived of as an artifact of White-American culture largely due to the media's influence. This study looks at cultures that have had limited exposure to the American ideal and examines differences in perceptions of body image. Previous research has suggested the existence of cultural differences in body satisfaction, with Caucasian Americans exhibiting excessive concern about their current weight and body image. A 4 X 4 factorial (culture x body image measure design) was used to compare female body image perceptions of Caucasian Americans, African-Americans, Hungarians, and former Soviet Georgians. A significant culture-by-body-image measure interaction was found, with White-Americans showing more desire to be thin than all other cultural groups. Georgian and Hungarian women also preferred an ultra-thin body which could mean that they had adopted the White American ultra-thin ideal through brief exposure to American culture. African-American women, however, were relatively satisfied with their body image which can be attributed, in part, to a lack of internalization of the White American standards for beauty and fashion. Contains 15 references. (RJM)

ED 404 577 CG 026 887

Voices from the Wilderness: An Idea Book for Rural Health Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 95
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

lead in this area. A cascade system of developing expertise across schools is needed in order to make systems manageable. All members of the school community need the knowledge and skills to prevent school violence. (Contains 15 references.) (RJM)

ED 404 595   CG 027 415

Ledez, John
A Learning-Teaching Approach to Behaviour Management in Schools.
PUB DATE- 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Behavior Modification; *Behavior Problems; Children; Delinquency; Educational Environment; Elementary Secondary Education; Foreign Countries; Prevention; *Social Reinforcement; *Social Values; *Student Behavior; *Student Development; Youth Problems
IDENTIFIERS- Australia; *Behavior Management

The high levels of juvenile crime in Australian society are reflected in the schools. This paper suggests a number of issues and concepts on juvenile misbehavior which should be of interest to educators. Due to rapid changes, there is less agreement on the foundational principles of culture. It is argued that educators need to help society redefine principles, values, and beliefs and help ensure that cultural principles are accepted and respected. Since young people's strengths and limitations have changed also--thus making students more difficult to educate--a process of behavior management is suggested as a valuable contribution to education. Such approaches must promote appropriate behavior, rather than simply responding to inappropriate actions. Some models address youth crime by educating the public about the cause and prevention of inappropriate behavior, reducing access to drugs, and other strategies. Most importantly, such models can enhance the personal growth of children and young people and foster their desire to do the right thing. Other ways to further personal growth include building a sense of community, which can motivate youth to participate in constructive activities. There are many models designed to engender positive behavior and which can guide school communities in encouraging the development of prosocial orientations. (Contains 17 references.) (RJM)

ED 404 596   CG 027 416

Low, John A.
How Safe Are You at Work? Occupational Health and Safety Issues for School Counsellors.
PUB DATE- 27 Sep 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Australian Guidance and Counselling Association (5th, Hobart, Tasmania, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

rate is often just a matter of habit. To change some habits, try these tips: (1) pay attention when reading and read as if it really matters; (2) do not talk either silently or aloud while reading; (3) read in thought groups or phrases of 3-4 words, especially in complete clauses and prepositional phrases; (4) do not keep re-reading the same phrases; and (5) vary the reading rate to suit the difficulty and type of writing of the text. (CR)

ED 404 615 CS 012 711

Molinelli, Paul M.
The Significance of Stance: An Invitation to Aesthetic Response.
PUB DATE- 30 Nov 95
NOTE- 43p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Literary Criticism; Models; *Reader Response; *Reader Text Relationship; Reading Attitudes; *Reading Processes; Reading Research; Secondary Education; *Theory Practice Relationship
IDENTIFIERS- *Aesthetic Reading; Efferent Reading; Research Suggestions; Rosenblatt (Louise)

This essay explores the concept of reader stance as defined by L. Rosenblatt (1978, 1994) as a useful framework from which to view the relative imbalance between the efferent and aesthetic reading of literature, particularly among schoolage adolescents. It then examines how 4 theoretical models and perspectives offer considerable explanatory insight into the process and virtue of adopting an aesthetic reading stance. According to the essay, schema theory provides a foundation for viewing the comprehension process in general, and aesthetic reading in particular, as a process that depends on the unique personal experience and world knowledge of the individual reader. Second, dual coding theory is featured for its explanation of the connection between imagery and affect, offering a powerful explanation of the way imagery serves aesthetic functions. Third, the model of attitude influence provides a thorough description of the ways in which an aesthetic reading can significantly impact both a reader's intention to read or continue reading, as well as attitude toward reading in general. Finally, the essay finds that the R. Ruddell and N. Unrau model (1994) accounts for the motivational value of reader stance, while also accounting for the teacher's instructional stance and its relationship to the conceptions of text, task, and the source of authority within the meaning negotiation process of the classroom. The essay suggests, in conclusion, implications for research and practice that reflect an evolving appreciation of the role of an aesthetic stance in reading and responding to literature. Contains 32 references. (TB)

ED 404 616 CS 012 712

Ediger, Marlow
Reading in Mathematics.
PUB DATE- Feb 97
NOTE- 25p.
LANGUAGE- English

A comparative study examined the literacy habits and attitudes of children in two sixth-grade classrooms in Hawaii, one with a learning-centered instructional approach and the other with a traditional transmission instructional approach. The majority of the 26 students in the learning-centered classroom and the 24 students in the traditional classroom were a mix of Polynesian, Caucasian, and Asian students who spoke "Pidgin" or Hawaii Creole English as their first language. The learning-centered classroom was characterized by practices that promoted shared expectations and co-ownership of the curriculum; a sense of camaraderie; collaborative learning; independent learning; high self-esteem; and high levels of motivation. The traditional classroom was characterized by practices that emphasized teacher-centered expectations, and used commercially produced programs and evaluation methods. Students completed a 40-item Likert survey at the end of the school year. Results indicated that students in the learning-centered classroom were more likely than their counterparts in the traditional classroom to: (1) perceive themselves as able learners; (2) like to go to the school library; (3) feel positive about learning through a variety of experiences; and (4) like reading all kinds of books so they could learn new things. Results also indicated that only 10% of the children in the learning-centered classroom and only 15% of the children in the traditional classroom often go to the library with their parents. Findings suggest support for the hypothesis that children who learn through a learning-centered approach develop positive literacy habits and attitudes. (Contains nine references.) (RS)

ED 404 636   CS 012 736

Swann, John M.
An Investigation into the Effectiveness of the Emergent Reader Literacy Instruction Model.
PUB DATE- 27 Mar 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Emergent Literacy; Grade 1; *Instructional Effectiveness; Phonics; Primary Education; *Reading Instruction; Reading Research; Writing Instruction
IDENTIFIERS- Lexington School District 5 SC

A study investigated the effectiveness of Emergent Reader Literacy Instruction (ERLI), an eclectic approach to teaching reading which incorporates phonics, basal texts, quality literature, and writing instruction through daily inclusion of guided reading, word wall/making words, self-directed reading, and writing. A preliminary investigation, carried out mid-year, compared 100 experimental subjects and 100 control subjects randomly selected from the first-grade roster of a Lexington, South Carolina school district. Subjects were administered two components of "The Basic Reading Inventory." Results indicated that the ERLI group performed significantly better than the control group at the independent level for comprehension and at the frustration level for vocabulary. Plans for a similar end-of-year analysis were revised because non-ERLI teachers adopted ERLI components in their own classrooms and contaminated potential control subjects. Instead, Cognitive Skills Assessment Battery (CSAB) scores were used to match 557 ERLI

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Accounting; Active Learning; Cooperative Learning; *Curriculum Development; Higher Education; Program Implementation; Student Needs; *Writing Across the Curriculum
IDENTIFIERS- Case Method (Teaching Technique); *University of Illinois Urbana Champaign

The future of accounting education has already arrived at the Department of Accountancy at the University of Illinois-Champaign, United States' top accounting school. "Project Discovery" is a 5-year-old program that incorporates many current trends in educational innovation, such as writing across the curriculum, collaborative learning, active learning, and learning concepts along with skills. The basic change is to use the case approach, giving students real examples of accounting problems to solve and then asking them to discuss and defend their solutions, often in teams or groups. Key to the success of Project Discovery has been Rama Ramamurthy, a composition and accounting specialist who works with professors and teaching assistants (TAs) in the development, integration, and grading of writing assignments. Ramamurthy meets with each instructor to discuss assignments and to help them avoid any pitfalls; she controls how many hours TAs work and how much graded writing can be assigned. She also trains the TAs. A major factor leading to more writing in the accounting program was a revision of the curriculum so that it centered on concepts rather than on accounting functions. Major courses are taught in decision making for accountancy, accounting measurement and disclosure, and accounting institutions and regulation. Project Discovery has worked where other curriculum revisions have not because it is based on sound principles. Further, it was well developed before it was introduced; faculty were given assistance in developing writing assignments; and TAs were well trained. (TB)

ED 404 657 CS 215 751

Cooper, David D.
Classroom to Community--and Back: Michigan State's Service-Learning Writing Project.
PUB DATE- Apr 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Citizenship; *Citizenship Responsibility; Civics; Critical Thinking; Democratic Values; Higher Education; *School Community Programs; *Service Learning; Social Values; Student Participation; Writing Assignments; *Writing Instruction
IDENTIFIERS- *Michigan State University; *Public Discourse; Writing Topics

Like most Americans, young people today yearn to play more active roles in community life. According to a recent study, there are two roadblocks to effective citizen empowerment: lack of knowledge and training that could help people connect with each other, and a dimmed belief that individuals can make a difference. In an effort to address these limitations, writing faculty affiliated with the Service Learning Writing Project (SLWP) at Michigan State University, along with colleagues nationwide, have developed a curriculum that treats democracy itself as the art of public discourse. Inaugurated in 1993, the

Increasing Dictionary Skills, presents activities for building reference skills, while Section 6, Teaching through Word Games and Activities, contains activities for learning words and offers various types of word games. Section 7, Using Student Record Keeping Forms, provides forms which allow students to keep their own records, such as a daily reading record, a daily assignment record, and a research project report. (NKA)

ED 404 677 CS 509 420

Silverberg, Larry
The Actor's Guide to Qualified Acting Coaches: New York, First Edition. Career Development Series.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Acting; Drama; Interviews; *Professional Training; Profiles; *Skill Development; *Student Needs; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Coaching; *New York (New York)

This directory/guide of New York acting coaches is intended for both beginning and veteran professional actors; it aims to help each individual thespian develop his or her acting skills with the best possible coach for that individual. The guide contains interviews with both the teachers and their students. It profiles 26 teachers, using their own words. Some of the topics each coach touches upon in the guide are: theories, beliefs or philosophy about acting; educational background; and professional experience. At the end of each interview in the guide is the coach's address and phone number, approximate cost for the course or lessons, number of years of teaching experience, and admission requirements. (NKA)

ED 404 678 CS 509 427

Poppenga, Janice Gayle; Prisbell, Marshall
An Investigation into the Nature of Trait-Like and Situational Communication Apprehension of Non-Traditional Undergraduate Students.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Adult Students; *Communication Apprehension; Communication Research; Community Colleges; General Education; *Nontraditional Students; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Communication Behavior; Personal Report of Communication Apprehension

A study examined the nature of trait-like and situational communication apprehension on non-traditional undergraduate students enrolled in a two-year community college. Subjects were 323 students enrolled in general education requirements at a midwestern community college. Of these, 181 were 25 years or under and 142 were older, 212 were females and 111 were males, and the mean age of the subjects was 26.9. The Personal Report groups. The paper next discusses and defines the characteristics of dialogic mediation (a non-traditional approach to training group members in mediation skills): authenticity, inclusion, confirmation, presentness, spirit of mutual equality, and supportive psychological climate. The paper concludes that training in dialogic communication is likely to improve how conflict is handled in groups for two reasons: members are sensitized through training to mediation efforts and will be more likely to accept those efforts; and each group member will be able to use mediation skills to resolve conflicts in the group as needed. Contains 65 references. (RS)

ED 404 697 CS 509 447

Hugenberg, Lawrence W.
The Challenges of the 21st Century: Continued Evolution of the Hybrid Course.
PUB DATE- 24 Nov 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; *Communication Skills; Higher Education; *Instructional Innovation; *Introductory Courses; *Research Needs; *Speech Communication; *Student Evaluation
IDENTIFIERS- Communication Competencies; Hybridization

The hybrid basic communication course is a popular alternative to a straight public speaking course. The strengths of the hybrid communication course are in the breadth of coverage of communication skills in the course, its comprehensive orientation to teaching multiple communication skills, and its potential to provide students with opportunities to learn different skills for differing communication situations. The necessity of identifying and then teaching appropriate communication competencies to students is the central role for faculty in basic communication courses. A lack of research has been and continues to be the major downfall for the ongoing development of a coherent, research-based basic course program on any campus. Some major concerns are maintaining consistency across sections of the basic course, the size of the classes, the amount of time available for assignments, and support budget for the course. Research must be conducted on what is done in the basic course, specifically the hybrid course. Perhaps nothing has the potential to impact on the hybrid course (and other basic communication courses) more than the continuing evolution of new technologies. To assess students' competencies in the hybrid course, instructors and course directors need specific measures that are both valid and reliable. Using the best instructors to teach basic communication courses and conducting research on the basic communication course are essential as educators move towards and into the 21st century. (Contains 22 references.) (RS)

ED 404 698 CS 509 448

Porter, Michael J.; Sapp, Aimee
Television: the Community Hearth for the College Campus.
PUB DATE- Nov 96

working-age adults will be functionally and technically literate. The report also describes two major policy proposals--Policy 2000: Improving Educational Opportunities, and Policy 5000: Educational Personnel Preparation Programs--as well as other state programs and initiatives. A department of education organizational chart is included. (LMI)

ED 404 717   EA 025 044

McCarthy, Martha; Langdon, Carol
Challenges to the Curriculum in Indiana's Public Schools. Policy Bulletin No. PB-B20.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Academic Freedom; *Censorship; *Curriculum Problems; Elementary Secondary Education; *Intellectual Freedom; Moral Issues; Parent Influence; *Politics of Education; *Public Schools
IDENTIFIERS- *Indiana

Findings of a study that examined the nature and scope of censorship activity in Indiana's public schools are presented in this paper. Data were obtained from a survey that was distributed to 292 Indiana superintendents during spring 1992. A total of 241 responded, an 82 percent return rate. The data are consistent with information indicating a significant recent national increase in challenges to the public school curriculum. Following drug education, the next most frequently challenged instructional programs/materials were AIDS education and sex education. In Indiana and nationwide, the most frequently challenged library books were "The Catcher in the Rye" and "A Light in the Attic." This study reflected a shift in the targets of challenges and also indicated that challenged instructional programs/materials were more likely to be eliminated or modified than were challenged library holdings. Because parents acting alone or in groups were the primary initiators of curriculum challenges in Indiana school corporations, efforts to involve parents in curriculum decisions may need more systematic attention. A number of respondents indicated that educators engaged in self-censorship. The self-censorship was based on fears that the materials would be offensive to individuals or groups in the community for reasons other than educational merits of the programs. Given that all of the challenged instructional programs/materials in this study were removed or altered or some type of accommodation was made when the school board supported the challenges, the position of the local school board in curriculum controversies is extremely important. Two tables are included. (LMI)

ED 404 718   EA 025 370

Odden, Allan; Kim, Lori
National Goals and Interstate Disparities: A New Federal Role in School Finance. Working Paper Number 8.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 1992).

practices. The study sought to investigate differences between the classroom-management style of male and female educators. A second objective was to substantiate the construct validity of the ABCC Inventory. The ABCC and selected subscales of the 16 Personality Factor Questionnaire (16 PF) were administered to 282 teachers in the southwestern United States. Twenty-two percent of the teachers taught at the elementary level and 61 percent taught at the secondary level. Females accounted for about two-thirds of the subject pool. Male teachers scored significantly higher in the interventionist style on two of the three ABCC subscales and significantly higher on "dominance" on the 16 PF. Several correlations with ABCC subscales and selected 16 PF subscales proved significant, were both positive and negative in direction, and were consistent with the construct. Three tables are included. (Contains 21 references.) (LMI)

ED 404 739 EA 028 237

Connard, Christie; And Others
Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers. Training Module I: The Child, the Family, and the Community.
PUB DATE- Mar 96
NOTE- 108p.; For this title's other training modules, see EA 028 238-240. Overhead transparencies have been replicated and are included as pp. 24-35.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Community Coordination; *Community Services; Elementary Secondary Education; *Family (Sociological Unit); Family Needs; Family Programs; Human Services; *Integrated Services; *Social Services; Social Work; Workshops

Educators and service providers often have little opportunity to work cooperatively with families to enhance outcomes for children. This document is the first in a four-part training module that was developed by Northwest Regional Educational Laboratory's Child, Family, and Community Program. The modules are based on an ecological, family-centered approach to education and service delivery. The module, which presents the philosophical underpinnings of an ecological, strength-based approach, is used to train state cadres in Oregon, Idaho, Montana, Alaska, and Washington. The primary goal of the workshop is to facilitate a change in attitude on the part of those who work with children and families. The module contains a training outline with procedures, activities, overhead transparencies, handouts, key articles, and a paper entitled, "The Ecology of the Family: A Background Paper for a Family-Centered Approach to Education and Social Services Delivery." The paper synthesizes research and theoretical information on the ecological perspective. (Contains 39 references.) (LMI)

ED 404 740 EA 028 238

Connard, Christie; And Others
Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers. Training Module II: Developing Partnerships with Families.
PUB DATE- Mar 96

clarified and then ratified, initiated by the legislature and completed by the people; (2) policies and programs should be evaluated in terms of how directly they contribute to the attainment of shared goals; (3) educators should develop programs and practices that help students achieve agreed-upon goals; (4) policymakers should provide the resources and adopt the policies that will enable educators to provide such programs and practices; (5) the state legislature should establish accountability mechanisms independent of policymakers and professional educators; (6) the accountability mechanisms should have authority to evaluate programs in terms of how well they attain the stipulated goals; (7) professional educational organizations should assume responsibility for helping their members improve; and (8) public schools and universities should create collaborative working relationships. (LMI)

ED 404 759 EA 028 271

Wiget, Lawrence A.
Effective Government Relations for Public Education. Fastback 391.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Federal Government; *Government Role; *Government School Relationship; Leadership; Organizational Communication; *Policy Formation; Politics of Education; *Public Education; *Public Relations

Effective government relations is the key to meeting the fiscal and legislative needs of public education. This fastback is designed to help educators establish an effective government-relations program. It offers suggestions for identifying legislative priorities; forming internal and external networks and coalitions in support of the legislative priorities; and shaping opinion and exerting influence with decision makers to achieve legislative priorities. The first chapter describes the publics, guidelines, and process of government relations. Chapter 2 discusses the issues of and the implications for the role of government in public education. The third chapter describes a four-step planning process for effective leadership in government relations. Communication tools to help form successful government relations are discussed in the fourth chapter. Chapter 5 provides strategies for maintaining effective government relations at the federal level. The final chapter explores ethical issues in government relations. (LMI)

ED 404 760 EA 028 272

Rogers, Spence; Dana, Bonnie
Outcome-Based Education: Concerns and Responses. Fastback 388.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Standards; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Nontraditional Education; *Outcome Based Education; *Outcomes of Education; Parent Participation; Program Effectiveness; Program Implementation; Student

of Life Measurement" (Laird W. Heal and Carol K. Sigelman); and "Evaluation and Measurement of Quality of Life: Special Considerations for Persons with Mental Retardation" (Sharon A. Borthwick-Duffy). Part 3, "Conceptualization and Measurement of Quality of Life," includes "Reconsidering the Conceptualization and Measurement of Quality of Life" (Robert L. Schalock). Each paper contains references. (CR)

ED 404 779 EC 305 246

Schalock, Robert L., Ed.; Siperstein, Gary N., Ed.
Quality of Life. Volume II: Application to Persons with Disabilities.
PUB DATE- 97
NOTE- 267p.; For Volume I, see EC 305 245. For the earlier edition, see ED 323 698.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; *Delivery Systems; *Developmental Disabilities; *Mental Retardation; Organizational Change; *Public Policy; *Quality of Life; Quality of Working Life; Social Integration

This volume summarizes current policies and programmatic practices that are influencing the quality of life of persons with mental retardation and developmental disabilities. Part 1, "Service Delivery Application," contains: "Using Person-Centered Planning To Address Personal Quality of Life" (John Butterworth and others); "The Aftermath of Parental Death: Changes in the Context and Quality of Life" (Rachel M. Gordon and others); "Facilitating Relationships of Children with Mental Retardation in Schools" (Martha E. Snell and Laura K. Vogtle); "Quality of Work Life for Persons with Disabilities: Emphasis on the Employee" (William E. Kiernan and Joseph Marrone); "Supported Living: Beyond Conventional Thinking and Practice" (Orv C. Karan and James D. Bothwell); "Health-Related Application of Quality of Life" (David L. Coulter); "Quality of Life for Older Persons with Mental Retardation" (Matthew P. Janicki); and "Promoting Quality of Life through Leisure and Recreation" (Barbara A. Hawkins). Part 2, "Organizational Change Application," includes: "Beyond Compliance to Responsiveness: Accreditation Reconsidered" (James F. Gardner and Sylvia Nudler); "Quality Issues and Personnel: In Search of Competent Community Support Workers" (Valerie J. Bradley and others); "Continuous Improvement and Quality of Life: Lessons from Organizational Management" (Joyce E. Albin Dean and David M. Mank); and "Participatory Action Research as an Approach to Enhancing Quality of Life for Individuals with Disabilities" (Jean Whitney-Thomas). Part 3, "Public Policy Application," contains "Quality of Life and Public Policy" (H. Rutherford Turnbull III and Gary L. Brunk) and "Quality of Life as International Disability Policy: Implications for International Research" (David Goode). Part 4, "Quality of Life, Culture, and Making a Difference," includes "Considering Culture in the Application of Quality of Life" (Robert L. Schalock); and "Can the Concept of Quality of Life Make a Difference?" (Robert L. Schalock). Each paper contains references. (CR)

ED 404 780 EC 305 264

Klein, Stanley, Ed.
Exceptional Parent, 1996.
PUB DATE- 96
NOTE- 1,119p.; For Volume 25, see ED 390 205.

ED 404 797 EC 305 315

Project EDGE (Excellence in the Dissemination of Gifted Education). Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; Elementary Secondary Education; Evaluation Methods; *Gifted; *Inservice Teacher Education; *Institutes (Training Programs); Participant Satisfaction; Program Evaluation; Statistical Analysis; *Talent; Workshops
IDENTIFIERS- *Montana

This report presents the evaluation findings of a 3-year project to develop a comprehensive statewide (Montana) inservice program in gifted and talented education. An introduction summarizes the project's results: regional leaders presented 172 trainings to 3,021 individuals, thereby affecting 90,124 students; conducted 36 consultations in various school districts; and provided intensive training to 40 teachers through 2 summer leadership training institutes. The report then focuses on four areas: (1) selection of the institute participants; (2) evaluation of the summer institutes; (3) evaluation of the local in-service workshops; and (4) the follow-up evaluation of local in-service workshops. The report includes tables detailing participant characteristics, statistical analyses, graphs, speaker evaluation ratings, application forms, trainer qualifications, the application review form, pre/post test results for participants, summaries of trainings by individual trainers, individual workshop evaluation results, extensive printouts of statistical analyses performed on the workshop evaluation results, and evaluation of the follow-up to the workshops. (DB)

ED 404 798 EC 305 316

Thurlow, Martha; And Others
Self-Study Guide for the Development of Statewide Assessments That Include Students with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Accessibility (for Disabled); *Disabilities; *Educational Assessment; Educational Planning; Elementary Secondary Education; Guidelines; *Inclusive Schools; Mainstreaming; *Outcomes of Education; Program Development; Regular and Special Education Relationship; *Self Evaluation (Groups); State Surveys; Student Evaluation; *Student Participation
IDENTIFIERS- *Testing Accommodations (Disabilities)

This guide presents eight steps to help states develop educational assessment programs that include students with disabilities and comply with the Individuals with Disabilities stress. Parents were given a questionnaire designed to tap potential parental causal attributions for their child's disability. Results revealed that parental causal attributions were grouped under four factors: personal characteristics and conflicts with the family (self-family domain); spouse and others (external blame); external specific situations like work and environmentally related problems (specific external condition); and attributions to fate and bad luck. The level of stress in the parent-child relationship was significantly related to causal attribution. Mothers with higher stress were found to make attributions to bad luck. The age of the child, the type of disability, and attributions to the self-family domain and external blame appeared as significant variables for the fathers. Fathers who had children with mental disabilities rather than autism were found to have more stress. However, mothers had less stress if they had children with mental disabilities. (Contains 22 references.) (Author/CR)

ED 404 816 EC 305 334

Irie, Norio
Early Detection and Early Intervention for Children with Developmental Disability, and the Co-operation among Facilities Concerned in Japan.
PUB DATE- Jul 96
NOTE- 11p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; *Agency Cooperation; *Developmental Disabilities; *Disability Identification; *Early Identification; *Early Intervention; Etiology; Foreign Countries; *Incidence; Infants; Rehabilitation Programs; Toddlers
IDENTIFIERS- *Japan

This report studied the cases of 826 infants and toddlers with developmental disabilities from 1988 to 1995 and the role of the facilities in identifying and referring the children to a rehabilitation center in Higashi-Osaka City, Japan. A list of the classification of main developmental disabilities is provided, along with a table showing the overall number of cases per year by specific disability. The causes of developmental disabilities are also identified. Tables of information from public health centers, welfare offices, a child guidance center, and hospitals illustrate the number of cases by disability and the age of the children at detection. The charts indicate that the facilities meet and detect the disabilities in the children at an early age. The percentage of children who need early intervention in the city is conjectured to be about 1.6 percent. The report states the need for a clinic for the medical assessment of and consultation about children with developmental disabilities, and for cooperation among the different facilities. A diagram of the different agencies that detect children with disabilities is included. (CR)

ED 404 817 EC 305 335

Zic, Anamarija; And Others

(Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agency Cooperation; *Assistive Devices (for Disabled); Cost Effectiveness; Decision Making; Delivery Systems; *Disabilities; Models; Needs Assessment; Staff Role; *Technology; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Technology

This collection of four reports focuses on the provision of assistive technology for individuals with disabilities. The first report, "Making More Effective Use of Assistive Technology in the Vocational Evaluation Process" (Anthony J. Langton), discusses how integrating assistive technology into the vocational evaluation process will enhance the capacity to serve individuals with severe disabilities as well as be a valuable resource for all programming. Suggestions on how assistive technology and rehabilitation engineering services could be incorporated into the evaluation process are presented. The role of the vocational evaluator and the challenges faced by the field of vocational evaluation are also explored. "Cooperative Service Delivery: A Cost-Effective Strategy" (Lydia S. Gaster and others) presents a service delivery model for providing assistive technology services that is projected to reduce costs to individual programs by as much as two-thirds or more. The use of cooperative agreements between a host and a number of affiliate programs to establish the base for a comprehensive assistive technology clinic is described. "Critical Issues Impacting on the Use of Assistive Technology" (Anthony J. Langton) identifies and briefly discusses critical concerns which should be addressed in planning and delivering assistive technology services, including the integration of services, funding availability, awareness level, access to information, rural needs, coordination of services between agencies and programs, the identification of qualified service providers, quality assurance, service provider training, consumer involvement, and follow-up support. "Utilizing Technology in the Vocational Rehabilitation Process" (Anthony J. Langton) describes the results of a study group consisting of rehabilitation case management staff and technology specialists that identified nine key decision points and service activities to determine where technology services should be utilized. Each report contains references. (Author/CR)

ED 404 835   EC 305 397

Flynn, Cynthia C., Ed.
Rehabilitation Technology Services in Vocational Rehabilitation Agencies Survey: General Report of Findings.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agency Cooperation; *Assistive Devices (for Disabled); Computer Oriented Programs; *Delivery Systems; *Disabilities; Needs Assessment; Staff Role; State Agencies; *Technology; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Technology

A survey of 61 vocational rehabilitation (VR) agencies investigated the use of rehabilitation technology services. The results are organized into the following eight reports: (1) general report of findings (includes information on the governing structure of VR agencies); (2) personnel of VR which anxiety or lack of motivation may inhibit performance. Differences in the nature of language skills (listening, reading, speaking, writing) are analyzed and common difficulties in engaging students in their use are discussed. The technique presented here is based on development of discussion skills to facilitate transition between speaking and writing, consisting of a series of exercises including in-class review of grammatical points, peer and group revision, and coding of discourse structure and grammatical errors using a code familiar to both students and teacher. Students are told they will write a short story together. Basic story structure is explained and discourse parameters reviewed very briefly. Simple visual aids are used to generate and focus discussion on story creation. The teacher then elicits ideas and story-related structures with specific questions. Brainstorming follows, and students complete the story outside class, consulting each other as desired. Resulting compositions are more substantive and have many fewer errors, and student response to the exercise has been very positive. Contains 17 references. (MSE)

ED 404 855 FL 024 414

Motta-Roth, Desiree
Investigating Connections between Text and Discourse Communities: A Cross-Disciplinary Study of Evaluative Discourse Practices in Academic Book Reviews.
PUB DATE- 25 Mar 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Book Reviews; Chemistry; College Instruction; Comparative Analysis; *Discourse Analysis; Economics; English for Academic Purposes; Foreign Countries; Higher Education; *Intellectual Disciplines; *Language Patterns; *Language Styles; Linguistics; *Rhetoric; Writing Instruction
IDENTIFIERS- *Discourse Communities; Discourse Conventions

A study of the discourse of book reviews in several academic disciplines examines how interaction of text and context varies across disciplines. Sixty academic book reviews in linguistics, chemistry, and economics were analyzed for rhetorical structure and for the communicative goal of the genre, that of evaluating knowledge production. The book reviews were expected to present certain general, invariable features of rhetorical organization in content and form that allow readers and writers to recognize them as belonging to the same genre. In addition, some variation was expected in features most closely associated with the traditions and conventions of the discourse community. Results indicate that textual features respond to the characteristic culture of each field and to institutional discourses, and that, as a result, any suggestions for teaching and research of academic written genres should take into account the specific evaluative practices in the target disciplines. It is suggested that the results can also contribute to the debate about the definition of generic textual boundaries and the ethnographic nature of genre studies. Contains 38 references. The 60 book reviews are also listed. (Author/MSE)

ED 404 856 FL 024 416

In order to develop a more uniform approach to determining the population of limited-English-proficient (LEP) individuals in the United States, and for purposes of educational decisions and resource allocation, the definition of this particular population is discussed in this theme issue. First, approaches currently used to estimate the size of the population and the variety of definitions are examined. Federal and state definitions are given, to exemplify the disagreement states and districts have over how to identify the LEP population accurately. Recommendations are made for a standardized definition, and the advantages and disadvantages of doing so are outlined. An appendix lists recent estimates of the LEP population and an explanation of each. Contains nine references. (MSE)

ED 404 875 FL 024 438

Nadeau, Adel
Linguistic Diversity and Reform: Can Practices Be Identified?
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Administrative Organization; Bilingual Education; Case Studies; Change Strategies; *Cultural Pluralism; *Educational Change; Educational Improvement; *Educational Strategies; Elementary Education; *English (Second Language); Governance; *Limited English Speaking; Program Descriptions; *Program Design; Program Effectiveness
IDENTIFIERS- San Diego Unified School District CA

The individual responsible for spearheading reform for the education of limited-English-proficient (LEP) students in Linda Vista Elementary School (San Diego, California) describes the process, issues, and outcomes of the initiative in this theme issue. Linda Vista Elementary School has a student population that is 77 percent LEP. The personalized account both describes the practices implemented at the school and outlines parameters for reform efforts in other schools serving linguistically and culturally diverse students. After an introductory section giving background information on current reform issues, sections describe the specific context for reform at Linda Vista, define pedagogical premises that apply to programs for LEP students, and identify practices at Linda Vista that underwent reform. These include practices in the areas of decision-making (governance), teaching and learning, administrative organization, and assessment and accountability. Specific examples of each are cited. Contains 17 references. (MSE)

ED 404 876 FL 024 440

Parrino, Angela
Correct Me to Tears: The Importance of Knowing the Learner before Correcting Errors.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 404 895 HE 029 771

Toma, J. Douglas; Cross, Michael

Intercollegiate Athletics and Student College Choice: Understanding the Impact of Championship Seasons on the Quantity and Quality of Undergraduate Applicants. ASHE Annual Meeting Paper.

PUB DATE- Nov 96

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 30-November 2, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; College Applicants; *College Athletics; College Bound Students; *College Choice; Higher Education; Influences; *Intercollegiate Cooperation; Marketing; Public Relations; Student Attitudes; *Student Recruitment; Tables (Data)

IDENTIFIERS- *ASHE Annual Meeting; National Collegiate Athletic Association

The effect that winning a National Collegiate Athletic Association (NCAA) Division 1 national championship in football or men's basketball may have upon the quantity and quality of undergraduate admissions applications received by institutions was examined. Between 1979 and 1992, 11 institutions won the NCAA Men's Basketball Tournament with two winning twice. In the same years, 13 different universities won or shared the national title in football. For each of these institutions and each of the championships, admissions data for the 5 years before and after the championship were analyzed. The preliminary findings suggest that the most apparent measure of athletic success, a championship season, was one factor among several in the college choice process for undergraduates. It was found that in certain circumstances notable increases occurred in applications received in the years following the championship season. No evidence was found that the quality of applicants increased following championship years. Championship seasons in the most popular sports were routinely accompanied by significant, positive attention for the sponsoring institution but this attention did not increase the quality of the applicant pool. Appendices detail the findings for football and basketball. (Contains 71 references.)(JLS)

ED 404 896 HE 029 772

Beaman-Smith, Kandis; Placier, Margaret

The Interplay of Gender in the Careers of White Female and Male Senior Professors. ASHE Annual Meeting Paper.

PUB DATE- Nov 96

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 30-November 2, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement; *Career Development; College Environment; College Faculty; *Employment Opportunities; Equal Opportunities (Jobs); Higher Education; Mentors; Occupational Aspiration; Organizational Climate; Professors; Sex Differences; *Sex Discrimination; *Tenured Faculty; Women Faculty

participants 3 months after the workshop. Of those participants, 101 (20%) completed the survey, which sought information regarding the following: participant demographics; application/use of Andersen Consulting's Career Development Model; and participants' self-evaluations of their growth on Andersen Consulting's Performance Change Curve (PCC) with regard to the workshop's four targeted performance areas (increase proficiency in using the career development model and online HR decision-making tool; increase ability to work effectively to support other HR functional specialities; build awareness of patterns of thought/behavior/results involved in making/communicating HR decisions with coworkers/clients; and proactively share learning/improvement ideas with others). The survey confirmed that respondents were capable of measuring their targeted performance change against the benchmark offered by the PCC, both in terms of growth and absence thereof. The survey responses proved consistent with the responses to a survey administered 7 days after the workshop. A comparison of both sets of survey responses established that participants had continued to experience learning growth after the workshop. (Contains 14 tables/figures) (MN)

ED 404 446   CE 073 351

Jarvis, Peter
Adult & Continuing Education. Theory and Practice. Second Edition.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Adult Programs; Community Education; *Continuing Education; Curriculum; Delivery Systems; Distance Education; Educational Needs; Educational Objectives; *Educational Practices; Educational Research; *Educational Theories; Expert Systems; Foreign Countries; Instructional Materials; Lifelong Learning; Retraining; Teacher Education; Teacher Role; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Freire (Paulo); Gagne (Robert M); Knowles (Malcolm S); Learning Society; Mezirow (Jack); Professionalization of Teaching; Rogers (Carl); *United Kingdom

This textbook examines the theory and practice of adult and continuing education. The following topics are among those discussed in 11 chapters: rationale for provision of education for adults (nature of contemporary society and the individual); conceptual framework for adult and continuing education (changing concept of education; teaching, learning, and education; lifelong, continuing, recurrent, and community education; the learning society); adult learners and adult learning; theoretical perspectives on adult learning (theories of Freire, Gagne, Knowles, Mezirow, and Rogers); teaching adults (conditions of learning, approaches to teaching, teaching methods and aids); theoretical perspectives on teaching adults; distance education (industrial capitalism, space-time continuum, dissembled mechanisms and expert systems, reflexivity, individuation); teachers of adults and their preparation (adult educators and their role, training, qualifications, and professionalization); curriculum theory and program planning (historical overview, new perspectives); provision of education for adults in the United Kingdom (providers of education for adults, recent developments, organizations involved in educating adults, research in adult and continuing education); and adult and continuing education were evaluated by using a modified version of MacDonald's Sex Role Survey to determine the effects of program participation on participants' attitudes toward four dimensions of sex equity: work, behavior, equity, and home. Participants completed the survey before beginning their program and 6 weeks after having completed the program segment most likely to affect their attitudes toward sex stereotypes. Matched pretest and posttest data were collected for 1,992 program participants throughout the state. As in 1995, the mean posttest score for all participants significantly exceeded the mean pretest score, thus indicating that program participation caused participants to develop more equitable attitudes. Caucasian participants had the highest mean posttest score. Females demonstrated significant attitude changes on all four dimensions of the survey whereas males demonstrated significant attitude change only on the behavior dimension. When the scores were analyzed by age, the most significant changes occurred in the work dimension. All four racial groups studied demonstrated significant attitude changes on the work dimension; however, only Black and Caucasian participants demonstrated significant attitude changes on the behavior dimensions. (Contains 13 references.) (MN)

ED 404 466   CE 073 399

Gender Bias: Recent Research and Interventions.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Career Choice; Career Planning; Change Strategies; College Programs; Computer Science Education; Curriculum Development; Educational Needs; *Educational Practices; *Educational Research; Educational Technology; Elementary Secondary Education; Essays; Females; Higher Education; *Intervention; Research Reports; *Sex Bias; Teacher Education; Womens Education

This annotated bibliography lists 14 publications about recent research on gender bias and interventions to reduce gender bias in schools. The bibliography is divided into two sections: current research and intervention. The first includes descriptions of studies examining the following topics: gender bias in U.S. schools and its effects; identification of gender bias in teaching evaluations; relationship of imagery and visual literacy to gender bias; gender inequality in the workplace; role of computers in the classroom and workplace in perpetuating race, class, and gender inequities; gender bias in introductory computer science classes at two universities; differences between gender and other types of bias in schools; effects of gender bias on girls' development; and gender bias as it appears in curriculum materials in elementary and secondary schools. Included in the second section are the following publications: career/life planning curriculum for females in grades 5-12 and males in grades 5-8 that is designed to correct gender bias; teacher's guide introducing techniques for recognizing and eliminating bias in educational materials and instruction; description of a course in gender socialization for change agents; an article outlining promising practices fostering diversity; and a paper outlining a six-phase model for developing female-friendly science programs.

efforts are praiseworthy, cooperative efforts between public training institutions and employers have been difficult to establish. Lack of incentives and lack of capability on both sides of the relationship make cooperation difficult. Problems include weak information links with employers, the school systems' lack of resources for developing curriculum, and the sometimes poor quality of training. Close cooperation between employers and training institutions is critically important to developing the information needed for training of all kinds. (KC)

ED 404 484 CE 073 426

Stern, David; And Others
School-to-Work Policy Insights from Recent International Developments.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 7p.; For the full report, see ED 402 460.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Academic Education; Corporate Support; Developed Nations; Educational Certificates; *Education Work Relationship; Foreign Countries; *Integrated Curriculum; Postsecondary Education; *School Business Relationship; Secondary Education; *Standards; *Student Certification; Vocational Education; *Work Experience Programs

The emergence of a more learning-intensive economy has begun to change the relationship between education and work. As employers try to promote just-in-time learning and workers move more frequently from one job to another, continual learning at work becomes increasingly important. Four main elements characterize an education system that is likely to prepare students effectively for this new environment. First, most countries, including Japan, France, Germany, the United Kingdom, and the United States have found it necessary to develop curricula that integrate academic and vocational studies. Second, occupational and educational performance standards should be related to each other. The United States, Germany, Australia, England, Scotland, Denmark, and the Netherlands have all moved away from the development of standards and credentials for narrowly defined occupations. In more ambitious approaches, countries are trying to develop vocational credentials that can serve as a step to higher education. Third, initial education and training should include some work-based learning. Two basic strategies are classic apprenticeship and school-supervised work experience. Some countries have developed the school-based enterprise as an alternative. Employers and educators, including both academic and vocational educators, must share responsibility and power in new school-to-work systems. (YLB)

ED 404 485 CE 073 427

Grummon, Phyllis T. H.
Assessing Students for Workplace Readiness.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 7p.; Developed at the Institute on Education and the Economy, Teachers College, Columbia University NCRVE site.

Inventory; evaluating lessons; student progress data; monthly tutoring and attendance calendars; lesson plan components and a sample lesson plan; and goal setting and sample goals. Concluding the manual are the same tutor awareness inventory presented at the beginning of the manual and a six-item bibliography. (MN)

ED 404 501 CE 073 450

Daise, Leslie
Whole Language: An Introduction.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; Cognitive Style; Comparative Analysis; Conventional Instruction; Educational Objectives; *Educational Principles; Educational Strategies; Evaluation Methods; Integrated Curriculum; Learning Processes; *Literacy Education; *Reading Instruction; Reading Writing Relationship; Student Evaluation; Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- 353 Project

The whole language approach to reading instruction emphasizes a literature-based program rather than the traditional skills-related approach. The principles and practices of whole language have engendered both educational and political debate for the following reasons: whole language challenges the traditional educational power arrangement, giving more control to students than to teachers; it attacks the basal reader technology, allowing teachers to dominate the curriculum; and it questions a testing hierarchy believed to be modeled after a social/cultural hierarchy. Two assumptions of whole language--that spoken language is directly comparable to written language and that skilled readers rely on contextual information more than on the printed word--are under debate. There is also concern that whole language may not serve adult learners with varying learning styles and that multiple instructional styles must be incorporated into the approach. Several approaches to integrating the skills-related and whole language approaches have been proposed, and increasing numbers of whole language advocates are calling for reconciling the two approaches. Assessment in whole language classrooms has been also sparked debate. It has been proposed that evaluation in whole language classrooms be longitudinal, contextual, and collaborative. (Contains 63 references.) (MN)

ED 404 502 CE 073 451

Molek, Carol
National Education Goal #5: Marketing the Goal.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Agency Cooperation; *Community Planning; Networks; Strategic Planning;

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Feb 96
NOTE- 452p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Animal Husbandry; Animals; Competence; Competency Based Education; Course Content; Genetics; High Schools; Job Skills; Learning Activities; Livestock; *Nutrition; *Reproduction (Biology); Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This instructor guide and the corresponding student reference contain 4 units that include 30 lessons for a course in animal science for 11th- and 12th-grade agriculture science students. The units cover nutrition, genetics, reproduction, and animal health. The instructor's guide contains the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, 66 references and teaching aids, materials and equipment lists, and a student competency profile. The student reference consists of information sheets and illustrations for the lessons. (KC)

ED 404 521 CE 073 539

Peiter, Andrea; And Others
Introduction to Animal Nutrition. Instructor Guide and Student Reference. Volume 28, Number 7 and Volume 28, Number 8.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 96
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Animal Husbandry; Animals; Competence; Competency Based Education; Course Content; High Schools; Job Skills; Learning Activities; Livestock; *Nutrition; Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This instructor guide and the corresponding student reference contain five lessons about animal science for inclusion in Vocational Instructional Management System (VIMS) agricultural education courses. The lessons cover these topics: the monogastric digestive system, the ruminant digestive system, the importance of meeting nutritional needs, how to meet nutritional needs, and balancing a ration. The instructor's guide contains the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, 20 references and teaching aids, materials and equipment lists, and a student competency purpose is to involve employers in the HSTW effort to build community support for higher-quality learning by all students. Using examples from HSTW sites, it presents what employers, working with schools, can do to support higher student achievement. The following topics are covered: making high schools work, business support for high standards, high school students who work, employers as partners in teaching and learning, making achievement count in hiring, students making choices through career guidance, getting teachers and educators into the workplace, and how employers can take a leadership role in the community. The guide also contains the following: goals and key practices of the High Schools that Work initiative; a matrix of opportunities for local employers to work directly with schools and students, keyed to career awareness, career exploration, and career preparation by grade level and length of activity; and suggestions for ways that employers can help recognize high school students' outstanding achievement. (KC)

ED 404 539　　　　CE 073 573

Outstanding Practices for Raising the Achievement of Career-Bound High School Students. High Schools That Work.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 93
NOTE- 33p.; For the 1995 and 1996 Outstanding Practices document, see CE 073 574-575. For the 1994 report, see ED 382 814.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Career Education; *Curriculum Development; Educational Change; *Educational Improvement; *Education Work Relationship; High Schools; *Integrated Curriculum; Models; Program Descriptions; *School Effectiveness; Vocational Education
IDENTIFIERS- *High Schools that Work

This booklet is the third in a series of profiles of "what works" at high schools in the High Schools that Work program. It contains 42 outstanding practices descriptions arranged in categories representing the key practices of the High Schools that Work program: (1) redesigning and refocusing vocational studies; (2) developing a high school curriculum that meets the standards of the real world; (3) instructional strategies that get students to make the effort to master complex assignments; (4) involving students and parents in planning and achieving an accelerated and coherent program of study; (5) academic and vocational teachers working together to improve student learning; (6) using information to change school and instructional practices; (7) organizing the school to support integration of academic and vocational studies; (8) designing a challenging and focused sequence of academic and occupational studies; and (9) providing students with extra help to meet higher standards. The profiles contain a short description of the strategies and contact information. (KC)

ED 404 540　　　　CE 073 574

1995 Outstanding Practices. Effective Strategies from "High Schools That Work" Sites in Raising the Achievement of Career-Bound High School Students.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

community regarding literacy, enabling researchers and literacy practitioners to work cooperatively, specific research issues and needs, development of a literacy research strategy for Canada, and status of the literacy field and implications for research. Section V, "A Conversation about Developing a Literacy Research Strategy: Yesterday, Today, and Tomorrow," is a guide to the conversation and the ideas expressed at the meeting. Section VI, "Closing Remarks" (James E. Page), summarizes principles that emerged and proposes an architecture of a literacy strategy. Section VII is "Review of NLS Research Projects" (Marla Daschko). Section VIII is a participant list. Section IX is an evaluation summary. An appendix presents the following information on NLS research projects in chart form: year, title and description, and awardee. (YLB)

ED 404 558 CE 073 609

Oliver, Dorothy
Literacy Theatre.
PUB DATE- Jan 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acting; Adolescents; Adult Basic Education; *Adult Educators; Correctional Education; Creative Dramatics; Creative Thinking; Experiential Learning; *Improvisation; Learning Activities; *Literacy Education; *Role Playing; Secondary Education; Teacher Education; Teaching Methods
IDENTIFIERS- *Literacy Theater

This publication is a compilation of information on "literacy theater," a process that involves the act of presenting a short, worst-case scenario that is followed by the actors staying in character for a dialogue with audience members. The guide defines literacy theater as being constructed to involve the interaction of two to five people, a facilitator, and the audience; it demands cooperation and teamwork. Following an introduction, chapter I offers a history of the full literacy theater process. Chapter II addresses the rationale. Chapter III offers thoughts on facilitation: asking questions to model interaction, listening, directing the audience to unexplored solutions, repeating audience's questions and comments, and complimenting the audience. Chapter IV focuses on the actors--who they are, what the actor needs to know about his/her character, costumes, training, basic acting techniques, and staying in character. Chapter V discusses how to create a good scenario. Chapter VI explains some techniques for performing. Chapter VII provides some training exercises with their purposes. Chapters VIII and IX focus on theater with two special groups---teenagers and in corrections. Chapters X and XI discuss evaluation and funding. Sample scenarios are presented throughout the manual. Appendixes include names and addresses of people who have been involved in literacy theater and 16 references. (YLB)

ED 404 559 CE 073 611

Horne, Herbert R., Jr.; And Others
Workforce Illiteracy in Alabama: Report of the Survey Group.
PUB DATE- Jan 97
NOTE- 20p.; Extracted from full report.

DESCRIPTORS- Adolescents; Children; Community Health Services; *Comprehensive School Health Education; Elementary Secondary Education; *Health Programs; *Rural Areas; *Rural Schools
IDENTIFIERS- Health Educators; Rural Health Clinics

Rising rates of violence, teen pregnancy, child suicide, poverty, and youth crime are providing a wake-up call for educators and communities. This handbook is the culminating effort of a project designed to improve health programs in small, rural schools. Of the 16,000 school districts in the United States, more than one-half are small and rural; children in these rural districts are more likely to be poor, face greater obstacles in obtaining health care, and receive fewer school services, when compared to children in non-rural districts. This book provides a practical tool to use in planning, implementing, and evaluating a comprehensive school/community health program. It is based on the premise that health is at the heart of success for children. The text is divided into three parts. In Part I, ideas for planning and organizing local health initiatives are presented. Tips on organizing people, setting goals and action plans, and ways to evaluate progress are given. Part II, Ideas for Comprehensive School and Community Health, highlights eight areas of comprehensive health, including environment, staff wellness, support services, physical education, and other factors. Resource ideas are presented in Part III, with ideas on troubleshooting and lists of community resources. (RJM)

ED 404 578   CG 026 888

Early to Rise: A Guide to the Professional Development of Rural Health Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; Community Health Services; *Comprehensive School Health Education; Elementary Secondary Education; *Health Programs; *Health Services; *Professional Development; Rural Areas; *Rural Schools
IDENTIFIERS- *Health Educators; Rural Health Clinics

The School-Community Health Alliance for Rural Practitioners (SCHARP) was planned and implemented to address the severe health education and service problems faced by school children and citizens of rural America. Small rural school and communities lack the resources, expertise, and leverage to influence public policy to address these needs. This report describes the potential of higher education partnerships in promoting health and well being in small, rural schools and communities. The SCHARP project is built around three important concepts: (1) the integration of school and community health and social support services; (2) the parallel integration of the school and community health curriculum across all subject matter; and (3) the brief and intense training of a school-community health practitioner. The first three sections of the report outline the nature of the SCHARP intervention--the summer regional academies, the context of the local site, and the services used to support the local practicum. The following three sections then explore various ways to extend or reinforce the efficacy of the SCHARP model, including professional recognition, educational technology, and systemic improvements. The report concludes with a brief summary of lessons learned to guide those who may wish to employ similar approaches. Three

DESCRIPTORS- Adolescents; Children; Counseling Services; Elementary Secondary Education; Foreign Countries; *Occupational Safety and Health; *Pupil Personnel Services; *Pupil Personnel Workers; *School Counselors; School Psychologists; *School Safety; School Security
IDENTIFIERS- Australia

Schools are becoming increasingly violent places. This workshop presentation examines ways to improve counselor facilities and to enhance work safety. Client populations for school counselors have changed significantly in recent times as school administrators refer more welfare related problems for help. Although violent attacks on counselors may be rare, incidents of worrying phone calls, fear of attack, sexual harassment, and defamation can erode counselors' health. Numerous factors figure in the development of effective and safe counseling services in the school. Security should be carefully thought out, including the safekeeping of records and personal protection. Since privacy is a key aspect of counseling, clients should be seen in a private room, free of distractions. But counselors must also exercise care in working alone, since this situation creates a high risk set of hazards. Counselor and client stress may be reduced by making careful changes to the surroundings. A reception center can help identify agitated clients and a carefully designed office can facilitate both safety and relaxation. It is recommended that counselors have access to professional supervision, be given time for networking with other professionals, be able to assess risk, and be knowledgeable about worker compensation claims. (Contains 12 references.) (RJM)

ED 404 597 CG 027 450

Bontrager, Terry; And Others
A Nineties Perspective on School Psychology: Changes in Service Delivery.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Counseling Services; Counselors; *Delivery Systems; Elementary Secondary Education; *Innovation; Psychological Evaluation; *Pupil Personnel Services; Pupil Personnel Workers; *School Psychologists; Student Personnel Workers

Given the high priority granted innovative topics in the school psychology literature, one might question the degree to which practitioners implement these innovations. This paper examines this question regarding innovation, change, and service delivery. Data were drawn from a nationwide longitudinal survey, in which a random sampling of 1000 school psychologists, beginning in 1992, responded to surveys. The surveys included measures of attitudes and trends in the movement toward professional reform. Implementation of reform was compared by geographic location. Results revealed a slow transition toward more innovative practices. Psychological assessment remained the most frequent professional activity despite respondents' stated ideal to increase consultation and direct intervention. The persistent emphasis on innovation was not reflected in service delivery. Concerning regional differences, respondents from the West and West Central regions

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Literature; Classroom Techniques; Elementary Education; *Elementary School Mathematics; Journal Writing; *Mathematics Instruction; Phonics; *Reading Instruction; Reading Processes; *Reading Skills; Word Problems (Mathematics)
IDENTIFIERS- Writing Thinking Relationship

Pupils need to experience a variety of reading activities in mathematics. For all pupils, the mathematics teacher should identify unknown words from their texts and print these words on the chalkboard clearly for learners to see. Phonics should not generally be emphasized in the mathematics curriculum, but brief "teachable moments" may arise. Mathematics teachers need to provide a variety of rich learning opportunities when pupils encounter abstract symbols. Instructional procedures such as Reading Recovery and cross age tutoring can be transferred to mathematics. There are numerous excellent works of children's literature for pupils to read in mathematics. If time is available, it is good to have conferences with individual pupils pertaining to what has been read. Teachers should assist pupils to develop a mathematics glossary individually or within a committee. Some successful mathematics classrooms stress that pupils write their own mathematics problems. Teachers need to diagnose weaknesses that pupils exhibit in writing and then remedy those weaknesses. Pupils individually or in committees may write diary entries pertaining to sequential days of instruction in mathematics. Pupils can use what has been learned through reading and writing of test items in mathematics. Pupils' fears of word problems can be minimized in a variety of ways. Computer use should be an inherent part of learning opportunities for pupils. Mathematics textbooks are not good or bad in and of themselves--how good a basal text is depends upon the quality of teaching that is going on. (Contains 12 references.) (RS)

ED 404 617   CS 012 713

Adunyarittigun, Dumrong
Effects of the Parent Volunteer Program upon Students' Self-Perception as a Reader.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Grade 6; Higher Education; *Instructional Effectiveness; Intermediate Grades; *Parent Participation; Questionnaires; Reading Achievement; *Reading Attitudes; *Reading Motivation; Reading Programs; *Student Attitudes; Summer Programs; Volunteers
IDENTIFIERS- University of Maryland College Park

A study investigated effects of a parent volunteer program--a component of the Summer Reading Program of the University of Maryland at College Park--upon children's self-perceptions as readers and their motivation to read. Subjects were 10 students in grades 4 or 6 who were identified as achieving below grade level and who were low motivated readers, and 13 parents of the children. Students were provided instruction on a group basis by 2 clinicians for 3 hours a day, 3 days a week, for 5 weeks. Volunteer parents assisted the students to improve their students form the 1995-96 first grade cohort with 557 control students from the 1994-95 first grade cohort. Results indicated that mean scores on the vocabulary, reading comprehension, total reading, and language subtests were significantly greater for ERLI students. Results also indicated that ERLI students scored 4 months higher than controls on each of the four measures. Findings provide strong evidence for the use of multiple traditional reading instruction methods but leaves unanswered many questions concerning possible synergistic effects and what possible proportional combinations may be most effective. (Contains 13 references, and 13 tables and 9 figures of data.) (Author/RS)

ED 404 637 CS 214 355

Cason, Nancy; And Others
Improving Writing of At Risk Students with a Focus on the African American Male.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Blacks; Classroom Environment; Cooperative Learning; *High Risk Students; Instructional Effectiveness; Secondary Education; *Teacher Behavior; *Teacher Student Relationship; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- *African Americans; Missouri (Webster Groves); Process Approach (Writing)

An action research project designed and evaluated the effectiveness of an instructional strategy to improve the writing of all secondary students (particularly African-American males) in the Webster Groves, Missouri school district. The first year was devoted to an intensive study of African American culture and literature. A list of six principles was developed, supplemented by two more principles developed after the first year: (1) emphasize the writing process; (2) individualize and personalize; (3) encourage cooperative learning; (4) build on strengths; (5) increase engagement with writing; (6) increase control of language; (7) build bridges to more challenging tasks; and (8) use the computer for word processing, editing, and publishing. In the third year, the project expanded to include all at-risk writers. Comparison of pre- and post-assessments indicated that all students improved their scores on district holistic writing tests, and that target students improved their scores even more than the general population. Results also indicated that, of the eight principles, the three most effective were: using the writing process; individualizing and personalizing; and using cooperative learning strategies. Among the changes in their behaviors, the teachers involved in the action research project gave more time for writing in class, arranged lessons to meet a variety of learning styles, valued ethnic diversity, acted more as facilitators rather than disseminators of knowledge, and became less confrontational in handling discipline. Findings suggest that the teachers' improved rapport with students and students' improved writing skills were worth the commitment of time and energy by the teachers. (RS)

ED 404 638 CS 215 729

Largent, R. Karl

SLWP first set out to strengthen links between undergraduate learning, writing instruction, and public service. The program currently places more than 200 writing students a year into more than 50 nonprofit agencies where students work collaboratively on writing assignments that have a direct and immediate impact on the lives of people in Michigan. Whether in already existing writing classes or the SLWP's own special course, faculty who use community service writing assignments try to focus on problems of public life relevant to course content and theme. Students read representative works by those who have shaped the communitarian conscience of American civic culture--Jefferson, Jane Addams, Martin Luther King, John Dewey, Dorothy Day, etc. Writing assignments based on such readings supplemented by community service agency writing projects demand the same high level of critical awareness and sophistication for student writers that democracy has always asked of its citizens. (TB)

ED 404 658 CS 215 752

Siebert, Hilary
Dialogic Teaching in a Monologic Culture.
PUB DATE- 29 Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Freshman Composition; Grades (Scholastic); Higher Education; Student Evaluation; Student Needs; *Teacher Student Relationship; Teaching Methods; Writing (Composition)
IDENTIFIERS- *Academic Discourse Communities; *Dialogic Communication; Dialogic Education

Dialogic learning is what one instructor calls "speaking back to other voices as a reader and a writer." The idea is for students to situate their own voices in the voices of classmates and texts on subjects they are studying. Students interview each other, use each other's knowledge along with written sources as part of the "voices" informing their research and position papers. This approach is used because academic writing can be cold, and students need to feel that they have a place and a voice in academic writing. Ironically, a breakdown in communication occurred between the instructor and several of her students who, disgruntled with their grades, were unwilling to engage in any dialogue about their work or progress. It appears that the main goal of these students is not to better understand their difficulties with writing but to register complaints--they seem unwilling to listen or to talk about matters seriously or at length. These students inhabit a culture where the first rule of discourse is the rule of courtesy, and courtesy means not really listening to another's voice; it means pretending to make each other feel good while business is transacted. These students seem to be saying, "You may not think what I say amounts to anything but you could at least give me a good grade so I wouldn't have to think about it." (TB)

ED 404 659 CS 215 753

of Communication Apprehension (McCroskey, 1982), the Situational Communication Apprehension Measure (SCAM; McCroskey & Richmond, 1982), and several demographic questions were administered by instructors. Results indicated a significant difference between student type and situational communication apprehension, with higher levels reported by the traditional students; also, higher levels of communication apprehension were not found in non-traditional students. Findings suggest that while traditional students are at a transition point in their lives, from late adolescent to young adulthood, adult learners, too, are moving in, through, or out of many different life transitions. (Contains 19 references.) (Author/CR)

ED 404 679 CS 509 428

Patterson, Teresa M.
Speech Communication Education for Adult Learners: An Experiential Curriculum Design.
PUB DATE- Nov 96
NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; *Andragogy; Curriculum Design; Curriculum Development; *Experiential Learning; Higher Education; *Nontraditional Students; *Speech Communication; Student Centered Curriculum
IDENTIFIERS- *Speech Communication Education

Adults are the most rapidly growing population in American higher education. The National Center for Educational Statistics estimates that adult students will be 46% of all enrollments in the 1990s, which is good reason to give careful thought to their specific educational needs. M. Knowles, in "The Adult Learner: A Neglected Species," (1984) provides the framework for a theory of adult learning based on six assumptions about adult learners. In general, Knowles takes the position that adults do better with less direction and more participation. As early as 1950, speech communication educators have expressed an interest in meeting the needs of adult learners. In 1984, I.N. Engleberg supported A.D. Wolvin's research in his finding that adults are "goal oriented"; that adult learners are highly pragmatic and want to apply the knowledge they gain. The instructional strategies employed with the non-traditional basic oral communication course are consistent with the methods used within many non-traditional programs for adult learners. These strategies include experiential activities, lecture/discussion, and cooperative learning. To maximize the effectiveness of these three instructional strategies, it is important to debrief adult learners. L.C. Lederman (1992) defines debriefing as "a process in which people who have had an experience are led through a purposive discussion of that experience." (Contains 44 references and a sample curriculum design for a weekend course for adult learners.) (TB)

ED 404 680 CS 509 429

Foreman, Chris Wood
Service-Learning in the Small Group Communication Class.
PUB DATE- 23 Nov 96

NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Audience Response; Higher Education; *Sex Differences; *Social Behavior; Student Surveys; Television Research; Television Surveys; *Television Viewing; *Undergraduate Students
IDENTIFIERS- Student Preferences

A study examined how college students watch television: Are there gender differences in how students watch? Is watching a form of socialization or a means of escape and diversion? Is there a relationship between students' GPA and the number of hours they spend watching television? Subjects were 379 full-time undergraduates--half of whom were male and half female--at a large midwestern university. Survey results showed that 75% of the respondents have a television in their rooms and 70% have a video cassette recorder (VCR). On a typical day, 76% watch less than 2 hours; 35% watch less than one hour; 20% watch 3-4 hours; 4% watch more than 4 hours. About 75% watch less television than they did in high school; 35% describe themselves as highly selective. Men watch more television than women. Women tend to talk or do other things while they watch television more than men do. Also, men were found to be less loyal viewers--44% keep the remote in their hands while viewing. Most watch television with others; about 89% of the men and 92% of the women said they watch television with others. Not surprisingly, data showed a negative correlation between the number of hours spent studying and the number of hours spent watching television; GPA and the number of hours studying were positively correlated. Findings suggest that television behavior is not a singular behavior; TV is watched in many different ways. It appears, however, that television is, on the whole, a social activity for college students. (Contains three tables of data and nine references.) (TB)

ED 404 699 CS 509 449

Schenone-Stevens, M. Carla
Powerful Presentations with PowerPoint.
PUB DATE- 24 Nov 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; Computer Literacy; *Computer Software; *Computer Software Selection; Higher Education; *Public Speaking; *Student Participation
IDENTIFIERS- *Microsoft PowerPoint; Presentation Mode; *Technology Integration

As educational institutions prepare to meet the challenges of the new millennium, it becomes more apparent that computer-competent students should be graduated to meet the needs of the advances in technology in the workplace. One technology that is readily available is presentation software, which allows the student to generate slides, overheads, screenshows, handouts,

In: Rethinking School finance: An Agenda for the 1990s. The Jossey-Bass Education Series; see ED 353 651.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Expenditure per Student; *Federal Aid; Federal Government; Federal State Relationship; Mathematics Achievement; Regression (Statistics); *State Aid; *State Norms
IDENTIFIERS- Federal Role

This paper examines whether the existence of national education goals implies a new federal role in school finance. Disparities across the 50 states in terms of fiscal capacity and tax effort, education spending, and several measures of educational outcomes are analyzed. The next section summarizes a study of variables that predict states with high and low scores on student mathematics achievement. Findings indicate that substantial differences in fiscal capacity, educational spending, and student outcomes existed across the 50 states. These differences make it difficult for all states to meet the national education goals by the year 2000. A new federal role to reduce interstate disparities would be to implement some kind of nationwide base education spending, adjusted by state and regional cost of educational differences, and to fully fund categorical programs. Twelve figures are included. (LMI)

ED 404 719 EA 025 418

Renchler, Ron
Involving Cities in Our Schools: Municipal Collaboration in Urban Districts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Agency Cooperation; Educational Change; Educational Cooperation; Elementary Secondary Education; Leadership; School Districts; *Superintendents; Urban Education; *Urban Schools

This publication contains three articles that examine the changing role of the urban superintendent. The first presents highlights of interviews with Dr. Walter Amprey, superintendent of the Baltimore City Public Schools, and Dr. Donald Ingwerson, who served 12 years as the superintendent of the Jefferson County, Kentucky, Public Schools. Each superintendent related his experiences with collaborative projects and emphasized the importance of collaboration in educational reform. The second article describes a National Science Foundation grant program for the betterment of urban schools--the Urban Systemic Initiative (USI). The USI is aimed at a limited number of large cities to initiate systemic reform to foster experimentation, accelerate the rate of change, and implement systemwide improvement in K-12 students' achievement in mathematics, science, and technology. The third article summarizes comments made at the January, 1993, meeting of the Urban Superintendents' Network by the mayors of five cities--Albuquerque, New Mexico; Denver, Colorado; Minneapolis, Minnesota; Tacoma, Washington, and Washington, D.C. The final

NOTE- 113p.; For this title's other training modules, see EA 028 237-240. Overhead transparencies have been replicated and are included as pp. 23-35.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Community Coordination; *Community Services; Elementary Secondary Education; *Family (Sociological Unit); Family Needs; Family Programs; Human Services; *Integrated Services; *Social Services; Social Work; Workshops

Educators and social-service providers find it highly challenging to form partnerships with families that are based on mutual respect and reciprocity. This document is the second in a four-part training module that was developed by Northwest Regional Educational Laboratory's Child, Family, and Community Program. The module is based on an ecological, family-centered approach to education and service delivery, and is used to train state cadres in Oregon, Idaho, Montana, Alaska, and Washington. The primary goal of the workshop is to facilitate a change in attitude on the part of those who work with children and families. This workshop emphasizes the importance of relationships and of understanding, supporting, and respecting the family's perspective. Participants examine the ways that their own schools and/or agencies work with families, practice identifying strengths in families, and learn strategies for developing partnerships between families and professionals. The module contains a training outline with procedures, activities, overhead transparencies, handouts, key articles, and a paper entitled, "The Ecology of the Family: A Background Paper for a Family-Centered Approach to Education and Social Services Delivery," which synthesizes research and theoretical information on the ecological perspective. (Contains 39 references.) (LMI)

ED 404 741 EA 028 239

Connard, Christie; And Others
Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers. Training Module III: Creating Family-Friendly Schools.
PUB DATE- Mar 96
NOTE- 73p.; For the other modules, see EA 028 237-240. Overhead transparency sheets (replicated in document) are not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Community Services; Elementary Secondary Education; *Family (Sociological Unit); Family Programs; Human Services; Integrated Services; Limited English Speaking; Low Income; Outreach Programs; *Parent Participation; *Parent School Relationship; *Social Services; Workshops

Educators and service providers often have little opportunity to work cooperatively with families to enhance outcomes for children. This document is the third in a four-part training module that was developed by Northwest Regional Educational Laboratory's Child, Family, and Community Program. The module

Evaluation

Outcome-Based Education (OBE) has become one of the most misunderstood efforts in school reform. This brochure sets forth the philosophy of OBE and responds to 25 commonly held concerns. "Outcome-based" means deciding which results the education community wants and then taking the necessary steps during instruction to achieve them. The brochure covers such issues as parent involvement; instruction in the basics; student evaluation and whether OBE prepares students for real-life competition; individualized learning deadlines; whether setting outcomes leads to mediocrity; special-education children; spelling and mathematics errors; OBE effectiveness; reasons for OBE failure (lack of community involvement, time, staff inservice training, resources, understanding of the OBE philosophy); research outcomes; mastery learning; cooperative learning; the cost of OBE; the imposition of certain attitudes and values on children; the violation of families' privacy through recordkeeping; portfolio assessment; the extended school year; and the longevity of OBE. (LMI)

ED 404 761 EA 028 273

Brunner, Ilse; And Others
Accelerated Schools as Learning Organizations: Cases from the University of New Orleans Accelerated School Network.
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Elementary Secondary Education; Higher Education; Institutional Mission; *Organizational Change; *Organizational Climate; *Organizational Effectiveness; *Organizational Theories; *Participative Decision Making; Systems Approach
IDENTIFIERS- *Accelerated Schools; *Learning Organizations

Organizations are the product of the ideas and interactions of those who work in them. The challenge for learning in organizations is to have a shared purpose and vision of the organization, to develop new ideas arising out of the vision and purpose, to test the ideas in the organizational reality, and to communicate that knowledge to other members. This paper describes how accelerated schools act as learning organizations and "master the cycle of thinking, doing, evaluating, and reflecting." It presents two case studies of accelerated schools in Louisiana, one elementary and one middle school. Accelerated schools are based on three principles--unity of purpose, empowerment coupled with responsibility, and building on strengths. Results of the case studies show that both school cadres used the learning-organizations disciplines in varying degrees. They utilized systems thinking, overcame outdated mental models, learned personal mastery, developed a shared vision, and participated in team learning. (LMI)

ED 404 762 EA 028 274

Glatthorn, Allan A.
The Principal as Curriculum Leader: Shaping What Is Taught and Tested.
PUB DATE- 97
NOTE- 161p.

LANGUAGE- English
EDRS Price- MF08/PC45 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Child Advocacy; *Child Rearing; Community Services; *Disabilities; Early Childhood Education; Elementary Secondary Education; Family Relationship; Health Services; *Intervention; Organizations (Groups); Parent Child Relationship; Physical Mobility; Recreation; Resources; Social Integration; Technology; Television; Toys
IDENTIFIERS- Supported Housing

Twelve 1996 issues of "Exceptional Parent" magazine provide a variety of articles and resources on parenting the child or young adult with a disability. The January issue is a resource guide, with directories of national organizations, associations, products, and services. The February issue focuses on early childhood, including articles on parents' struggles with insurance companies, daycare, and car seats and strollers. The March issue's emphasis is on mobility and includes articles on wheelchairs and transportation. The main topic of the April issue is vacation and travel, including airplane travel, accessibility struggles, and international travel. The May issue highlights recreation and includes articles on participation in sports, accessible playgrounds, the 1996 Paralympics, and sports wheelchairs. The June issue is the 25th anniversary issue and includes articles from parents on child rearing and a progress review of advocacy efforts, television awareness and access, and mobility and communication advances. How to juggle family and career is the featured topic of the July issue. The emphasis of the August issue is on health care, including articles on positive experiences with health professionals, vaccinations, alternative treatments, and managed care. The September issue features education, with articles on inclusion, myths about special education, and private education. October articles are on safe and appropriate toys for children with disabilities. Technology is the focus of the November issue. The December issue addresses living in the community, including articles on supportive housing and telemedicine. (CR)

ED 404 781 EC 305 265

Myers, Laurie C.
Disability Awareness Training Manual for Park Personnel.
PUB DATE- Apr 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Consciousness Raising; *Disabilities; Hearing Impairments; Helping Relationship; Interpersonal Communication; Mental Retardation; *Outdoor Activities; *Parks; Physical Disabilities; *Physical Environment; Recreational Activities; Symptoms (Individual Disorders); Visual Impairments; Vocabulary

Designed to increase the awareness and understanding of disabilities by Virginia park personnel, this guide provides

Education Act. Introductory material identifies reasons that states have excluded students with disabilities from their assessment programs. Three key aspects to setting state assessment policies and procedures are enumerated: participation in assessment, assessment accommodations, and reporting of results. Next, each step to follow in the self-study is described in a separate chapter: (1) consider your assessment context; (2) decide what you want to do; (3) develop guidelines about participation in assessments; (4) develop guidelines about assessment accommodations; (5) coordinate procedures for making participation and accommodation decisions; (6) develop guidelines about reporting results of state assessments; (7) implement revised assessment policies and procedures; and (8) evaluate implementation and effects. These chapters often include worksheets, examples of existing state guidelines and practices, and formative evaluation suggestions. A listing of Regional Educational Laboratories, Regional Resource Centers, and Comprehensive Regional Assistance Centers is attached. (Contains an annotated bibliography of 27 references). (DB)

ED 404 799 EC 305 317

Erickson, Ron; And Others
State Special Education Outcomes: Longitudinal Trends in How States Are Assessing Educational Outcomes for Students with Disabilities, 1995.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Accountability; Data Analysis; Data Collection; *Disabilities; *Educational Assessment; Educational Policy; Educational Trends; Elementary Secondary Education; Graduate Surveys; National Surveys; Needs Assessment; Outcomes of Education; *Special Education; *Student Evaluation; *Student Participation; *Trend Analysis
IDENTIFIERS- Testing Accommodations (Disabilities)

This report presents the results of the fifth annual survey of state activities in the assessment of educational outcomes for students with disabilities. The survey of state directors of special education requested information in the areas of federally reported data, assessment of outcomes, participation of students with disabilities in state assessments, and state technical assistance needs. Comparison with previous surveys identified the following trends: (1) more states reported collecting outcome-related data on students with disabilities in 1995 than in 1991, although fewer states collected post-school data; (2) the impetus for data collection and analysis has shifted toward accountability and public reporting; (3) access and analysis of data on the academic achievement of students with disabilities has not changed much over the years (many state directors did not know whether the scores for students with disabilities could be disaggregated from assessment databases); (4) the primary barrier to more states being able to enact such analyses appeared to be a limitation of resources; and (5) more states have policies governing participation and accommodations in testing programs. The report contains 10 tables and 19 figures detailing state data. (DB)

The Influence of Integrative Gestalt Therapy on Acquisition of Daily Life Skills and Habits.
PUB DATE- Jul 96
NOTE- 13p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Behavior (of Disabled); Behavior Problems; Children; *Daily Living Skills; Emotional Problems; Foreign Countries; *Gestalt Therapy; *Group Therapy; *Interpersonal Competence; *Mild Mental Retardation; *Outcomes of Treatment; Student Development
IDENTIFIERS- Adaptive Behavior Scales (AAMD); Croatia

This study evaluated the effects of Integrative Gestalt Therapy on the intellectual aspects of social competence in 13 children, ages 7 to 11, living in Zagreb, Croatia. These children had intellectual disabilities (IQ 54 to 84) as well as psychological and/or behavior problems. Integrative Gestalt Therapy emphasizes the wholeness of a person's body, intellect, and soul in the social and ecological environment in which the individual is embedded. Subjects were given the American Association of Mental Deficiency (AAMD) Adaptive Behavior Scale (Part I), which measures acquisition of daily life skills and habits in 10 areas. The AAMD Scale was translated into Croatian, adapted, and standardized. Subjects received weekly 90-minute sessions for one school-year of integrative group therapy, which had the basic aim of encouraging the process of maturation. Results indicated that children receiving the therapy program made significant progress in the intellectual aspects of social intelligence when compared with the normative sample. (Contains 21 references.) (DB)

ED 404 818 EC 305 336

Fulgosi-Masnjak, Rea; And Others
The Connection between Some Dimensions of Perceived Personal Competence and Permanent Low Intensity Stress in Parents of Children with Intellectual Disabilities.
PUB DATE- Jul 96
NOTE- 25p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Anxiety; Behavior Problems; *Child Rearing; Children; Coping; Elementary Education; Foreign Countries; Hyperactivity; Incidence; Interpersonal Competence; Locus of Control; *Mild Mental Retardation; Parent Attitudes; Parent Role; *Parents; *Self Concept; Self Esteem; Self Evaluation (Individuals); *Stress Variables
IDENTIFIERS- Croatia

This study compared the perceived personal competence of two groups of parents of primary grade children in Croatia with (N=86) and without (N=186) mild intellectual disability. The comparison was based on the parents' perceived competence in the areas of parental role, self-respect, locus of control, and social anxiousness. Children in the two groups were also agencies (includes findings on the roles and responsibilities of rehabilitation counselors, vocational evaluators, rehabilitation technology service providers, and technology resource specialists); (3) rehabilitation engineers (includes findings on the types of services rehabilitation engineers provide and their caseloads); (4) policies and procedures (includes findings on consumer involvement/interactions, policies on procurement and utilization of assistive technology, quality assurance, and vocational evaluation); (5) rehabilitation technology service delivery (addresses the organization of service delivery programs, provision of technology services, and external linkages with other agencies); (6) rehabilitation technology in the assessment/vocational evaluation process (discusses vocational evaluations in VR agencies, consideration of rehabilitation technology during referral, barriers to the use of rehabilitation technology, and accommodations in the assessment process); (7) assistive technology aids and devices (includes findings on funding and procurement, consumer issues, and reuse/disposal of assistive technology aids and devices); and (8) computer use for internal information sharing. Each report presents data in text, tables, and figures. (CR)

ED 404 836 EC 305 407

Norris, Stephen P.; Ennis, Robert H.
Evaluating Critical Thinking. The Practitioners' Guide to Teaching Thinking Series.
PUB DATE- 89
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Tests; *Critical Thinking; Data Collection; Elementary Secondary Education; Evaluation Methods; Program Evaluation; *Student Evaluation; Teacher Made Tests; Test Construction; Test Interpretation; Test Reliability; Test Validity; *Thinking Skills

This book examines approaches to the evaluation of students' critical thinking on programmatic, school-based, and classroom levels. The first chapter examines the nature of critical thinking and offers a definition as well as an appraisal of the definition. The second chapter looks at methods of gathering quality information on students' critical thinking, focusing on types of information-gathering techniques; comprehensiveness of critical thinking coverage (including aspect-specific, comprehensive, general-knowledge, and subject-specific techniques); and indicators of quality. The third chapter describes commercially available critical thinking tests, including eight comprehensive tests and four aspect-specific tests. Chapter four offers guidelines for making multiple-choice critical thinking tests, with sections on identifying the purpose of the test, making a table of specifications, and drafting items. The fifth chapter suggests open-ended information gathering techniques such as short-answer tests, assigning argumentative essays, interviews, and monitoring classroom discussions. Discussed in the sixth chapter is decision making from information gathered on students' critical thinking, including placement, grading, diagnosis and remediation; program effectiveness; and developmental uses. The final chapter provides a summary and concluding remarks. Suggested readings are provided for most chapters. Also

Fidalgo, Reyes I.; von Schmidt, Wolff
Alternative Assessment: The Use of Games in the Classroom.
PUB DATE- Oct 95
NOTE- 16p.; Paper presented at the Beijing-Xian International Conference on Foreign Language Teaching/Testing (Beijing, China, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; Creativity; *Evaluation Methods; *Games; Language Skills; *Peer Evaluation; Second Language Instruction; *Second Language Learning; *Speech Skills; Student Evaluation; Student Motivation; *Student Participation; Testing
IDENTIFIERS- Alternative Assessment

Use of games in the second language classroom to assess class participation and development of oral skills is discussed. Difficulties in assessing oral second language skills are outlined, and a central issue is identified: the discrepancy between a syllabus in which class participation is required and students unwilling to participate due to lack of motivation or anxiety about speaking in class. It is argued that peer assessment, used carefully, can be an effective method of evaluating student progress. Classroom games are proposed as a technique for motivating participation, promoting creativity, and testing language skills in a meaningful context. Such tests can be integrative in that they require learners to make connections between discrete points of language within a specific communicative context. An activity using the board game "Outburst" to test both vocabulary and grammatical structures while providing feedback to learners is described. Contains 16 references. (MSE)

ED 404 857 FL 024 417

Tamada, Yutaka
The Review of Studies in Related to Language Learning Strategies.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Classroom Techniques; Comparative Analysis; Definitions; Foreign Countries; *Language Research; *Learning Strategies; Second Language Instruction; Second Language Learning; *Second Languages; *Student Characteristics

A discussion of second language learning strategies (LLS) first reviews research on defining, classifying, and listing LLS, then looks at studies on factors affecting learners' LLS choices, and finally examines their application in second language teaching. A definition of LLS as "specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" is selected as the clearest. A classification system (strategy inventory) by the same researcher is also selected as the most comprehensive, with some problems remaining to be resolved. Eight factors affecting learners' LLS choices, identified in previous research, are discussed briefly: sex; motivation; career orientation or

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Classroom Communication; Classroom Techniques; *Error Correction; Expectation; Helping Relationship; *Language Attitudes; *Personality Traits; Personal Narratives; Second Language Instruction; *Second Languages; *Teacher Student Relationship
IDENTIFIERS- *Overcorrection

An advocate of the Natural Approach to second language instruction discusses problems associated with error correction, highlighted in her personal experience when she visited Italy to explore her heritage and use her Italian language skills. After requesting to have her errors corrected by a native-speaking friend, the visitor experienced great frustration, then diminished self-esteem about communicating in the second language. Underlying thoughts and expectations are then examined and their implications for classroom second language error correction are discussed. Beliefs and thoughts explored include the following: "I'm Italian-American; I should be able to speak Italian"; "I don't care that there are four levels of acquisition; I want to skip the first three"; "I want to be as loquacious in Italian as in my first language"; "I don't want to embarrass my friend"; and "I don't speak Italian as well as my friend speaks English." It is concluded that while error correction should not be eliminated, the language teacher should first spend time learning the feelings and expectations of the students in order to anticipate counterproductive responses to correction. Several techniques for classroom use are discussed, drawing on recent research. Contains 15 references. (MSE)

ED 404 877   FL 024 442

Gonzalez, Rosa Maria
Bilingual/ESL Programs Evaluation, 1995-96. Publication Number 95-01.
PUB DATE- Sep 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Enrollment Rate; *Enrollment Trends; *Expenditure per Student; Grades (Scholastic); *Limited English Speaking; Longitudinal Studies; Mathematics; Program Effectiveness; Program Evaluation; Reading; School Districts; Second Language Programs; Spanish Speaking; Standardized Tests
IDENTIFIERS- *Austin Independent School District TX

An evaluation of the bilingual education (BE) and English-as-a-Second Language (ESL) programs provided to limited English proficient (LEP) students by the Austin Independent School District (AISD) (Texas) looks at enrollment rates and trends and student achievement within the programs. In 1995-96, AISD enrolled 10,290 LEP students, about 14 percent of the district's total enrollment. Of these 92 percent were Spanish speakers and 3 percent Vietnamese speakers. Most (9,059) were served by BE and ESL programs; parents of 1,231 refused services (refusals). Cost per served student was $204 above the regular district allocation. Both number and percentage of LEP students has increased yearly for 8 years. Achievement of LEP students, measured by standardized tests, is generally below state and national comparison groups. Students participating in and exiting BE/ESL programs showed better academic progress, dropped out less often, and had fewer disciplinary problems

IDENTIFIERS- *ASHE Annual Meeting; Grounded Theory

A grounded theory study was conducted using open-ended interviews with white male and female senior, tenured faculty members. The setting was a major Midwestern research one university. Four male and five female participants, all white agreed to participate. An open-ended interview protocol was used. Following grounded theory strategies, open coding was used to organize and categorize the data. The findings indicated that most of the participants, male and female, did not set out to become professors. Three predominant themes emerged in the data analysis: attribution of academic success, teaching versus research, and attitudes toward sexual discrimination in academe. All but one of the participants were high achieving undergraduate students. Six of the nine went directly from undergraduate to graduate school. A clear gender difference was found regarding mentors: three of the four men described mentoring relationships but none of the women. The predicted gender dichotomy did not emerge in regard to teaching versus research. In attitudes toward sexual discrimination, the men expressed more overt support for gender equity, especially in faculty-student relationships, than the women. The female professors did not portray themselves as alienated from the culture of academe. The only official policies that the professors, both men and women, saw as barriers were nepotism laws. Men and women were equally committed to excellence in scholarship and involvement in their disciplines. (Contains 32 references.) (JLS)

ED 404 897 HE 029 901

Grayson, J. Paul; And Others
The Social Construction of "Visible Minority" for Students of Chinese Origin.
PUB DATE- 94
NOTE- 25p.; For a related document, see HE 029 903.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *College Students; *Ethnic Status; Focus Groups; Foreign Countries; Higher Education; *Minority Groups; Public Policy; *Racial Attitudes; *Racial Identification; Student Surveys
IDENTIFIERS- Canada; *Chinese Canadians; Visible Minority (Canada); York University ON

A survey and focus group study with students of Chinese origin at York University in Ontario (Canada) examined their attitudes toward the concept of "visible minority." Surveys of students conducted in 1992-94, as well as three focus group sessions conducted with 26 students of Chinese origin, have indicated that large numbers of students who spoke Chinese in their homes while growing up did not consider themselves members of a visible minority group. Focus group results indicated that many Chinese origin students did not rely exclusively on physiological characteristics such as color to ascribe visible minority status. Accent, perceived power of the group in question, numbers in the population, self-presentation, and cultural assertiveness were all seen as relevant criteria. Many students regarded visible minority as a derogatory term, and some opposed affirmative action programs because of fear of backlash, aversion to reverse discrimination, belief in merit as a basis for hiring, and ethnic pride. Overall, the results suggest that to a large number of Chinese origin students the term visible minority has a different meaning than the one researchers and policymakers assume. (MDM) as fields of practice and subjects of research and theoretical analysis. Contains 34 tables/figures, a 79-item annotated bibliography of suggestions for further reading, and 499 references. (MN)

ED 404 447 CE 073 353

Forrester, Keith; And Others
Workplace Learning. Perspectives on Education, Training and Work.
PUB DATE- 95
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Adult Education; Case Studies; *Educational Needs; Educational Policy; Educational Practices; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Practices; Employment Qualifications; Foreign Countries; Government Role; Individual Development; *Industrial Training; *Job Training; *Labor Force Development; Literacy Education; Models; Public Policy; Training Methods; Unions; Vocational Education; *Workplace Literacy
IDENTIFIERS- *United Kingdom

This book examines workplace learning in the United Kingdom within the context of the changing world of education and training, adult learners/learning, and stakeholder roles in employee development. Discussed in the first three chapters are the following topics: the current debates over vocational education and training and their links to economic prosperity, new working practices, and the shortcomings of vocational education and training (VET) in Great Britain in the 1990s; motives and approaches of individuals/organizations calling for massive extension of workplace learning; and distinctions between education and training and the curriculum of adult education and training. In the next three chapters, data from a 1991 survey of approximately 40 large employers with nearly 1 million employees and case studies of 14 employers and their employee development programs are cited in discussions of the following topics: models of development and changing employment practices; employer and employee aspirations and achievements; and reasons and remedies for exclusion of many employees from VET. The final three chapters explore the following topics: trade unions' attitudes toward VET; reconciliation of public and private interests in VET; and public policy and VET stakeholder actions within the context of social change. Contains 11 figures and 193 references. (MN)

ED 404 448 CE 073 354

Moran, Louise, Ed.; Mugridge, Ian, Ed.
Collaboration in Distance Education. International Case Studies.
PUB DATE- 93
NOTE- 178p.; Routledge Studies in Distance Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; Consortia; Credits; *Distance Education; Educational Policy; *Educational Practices; *Educational Trends; Foreign Countries; Independent Study; Institutional Cooperation; *International Cooperation; *International Educational Exchange; Masters Programs; Organizational Climate; *Partnerships in Education; Program Development; Trend Analysis
IDENTIFIERS- Australia; Canada; Malaysia; University of Mid

Contact information for four sources of career equity assistance is listed. (MN)

ED 404 467   CE 073 403

Zhao, Peisheng; And Others
New York State New Ventures Program Model. Comprehensive Evaluation Report 1991-1996.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; At Risk Persons; *Career Exploration; Economically Disadvantaged; Formative Evaluation; Job Skills; Models; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Questionnaires; Records (Forms); Skill Development; State Programs; *Statewide Planning; *Vocational Education; *Womens Education
IDENTIFIERS- *New York

New York State's New Ventures program, a comprehensive 21- to 24-week career exploration and job skills training program to help low-income women prepare for economic self-sufficiency through employment in higher-paying nontraditional occupations, was evaluated through a 5-year formative outcomes-based evaluation process. Program data (including data from multiyear program cycles) and data collected from program staff and participants were used for ongoing evaluation and revision of the program model. Although more than 88% of New Ventures program entrants had no employment history and/or were unemployed and 49% received public assistance, the programs had an average completion rate of 81%. Thirteen New Ventures program features were validated as essential, including program identity, involvement of employers/advisory groups, and customized classes/integrated curriculum. Of New Ventures program completers, 60% were employed (most within 3 months), 78% were employed in nontraditional occupations, 69% were employed in jobs directly related to program training skill areas, and 60% of those employed reported earning more than $10 per hour. (Appendixes constituting nearly 80% of this document contain the following: New Ventures program data summary; New Ventures outline and planning guide; New Ventures research/assessment plan; evaluation forms; case study; and tip sheet/list of major program success criteria.) (MN)

ED 404 468   CE 073 404

Hearing on USERRA, Veterans' Preference in the VA Education Services Draft Discussion Bill. Hearing before the Subcommittee on Education, Training, Employment and Housing of the Committee on Veterans' Affairs, House of Representatives, One Hundred Fourth Congress, Second Session.
PUB DATE- 30 May 96
NOTE- 187p.; Serial No. 104-23. Contains small type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Compliance (Legal); Employer Attitudes; *Employment Problems; Employment Qualifications; Federal Government; Federal Legislation; Government Employees; Hearings; *Personnel Selection; *Public Agencies; *Reduction in Force; State Government; *Veterans
IDENTIFIERS- Congress 104th

This document records oral and written testimony given at a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Competence; Educational Certificates; Educational Legislation; *Education Work Relationship; *Employment Potential; *Evaluation Methods; Federal Legislation; Job Performance; Job Skills; Occupational Tests; Postsecondary Education; Secondary Education; Student Certification; *Student Evaluation; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Goals 2000; School to Work Opportunities Act 1994

Assessing students for workplace readiness requires that schools know what skills and knowledge students need to succeed at work and how to foster their acquisition. Having seen that the educational systems of global competitors provided them with a significant advantage over the United States, policymakers have attempted to address some differences between the U.S. system of education and that of other nations through such federal legislation as the Carl D. Perkins Vocational and Applied Technical Education Act, the School-to-Work Opportunities Act, and Goals 2000. Schools need to identify methods for assessment of generic workplace readiness, assessment for specific occupations or jobs, and assessment of students' academic performance within a vocational context. A number of organizations have developed assessments that focus on most of the commonly identified generic skills. For example, the Work Keys system assesses skills common to a variety of workplaces; Michigan has developed an Employability Skills Portfolio assessment system; and the book, "Working," (C. Miles and P. Grummon, 1996) has a self-assessment of workplace readiness. Because no single assessment or assessment method can completely measure a student's range of skills and knowledge in a content area, several of these methods should be used: selected response, constructed response, performance-based assessments, and portfolios. The assessments should be matched with the purposes for which they will be used. (Contains 10 references.) (YLB)

ED 404 486 CE 073 430

Lee, Lung-Sheng Steven
For the Teacher and by the Teacher: Development of Exemplar Technology Learning Activities in Taiwan.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the International Technology Education Association (59th, Tampa, FL, March 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Learning Activities; *Material Development; Program Development; Secondary Education; Standards; *Teacher Developed Materials; *Technology Education
IDENTIFIERS- *Taiwan

In Taiwan, revised curriculum standards for junior and senior high school technology education were developed to take effect in the 1997 and 1998 school years. A project was undertaken to develop a set of exemplar technology learning activities (TLAs) to assist teachers in developing their school-based course of study for the living technology (LT) program; 24 junior high and 9 senior high exemplar TLAs were completed. The curriculum

Student Recruitment
IDENTIFIERS- 353 Project; Family Literacy; *National Education Goals 1990

This report describes a project conducted to address National Education Goal #5 (every adult American will be literate) by developing a cooperative network of literacy and job skills providers and encouraging lifelong learning in a Pennsylvania community. The communitywide network that was formed developed a strategic plan emphasizing community awareness and recruitment. The goal team made use of a statewide literacy awareness campaign and conducted a family literacy project that combined goals 1 and 5. The project successfully initiated or extended collaborative efforts to recruit adult students and deliver services. The brief project report is followed by appendices that contain the following: Goal 5 team reports, strategic decision-making steps, action targets, information on the family literacy project, and team meeting minutes. (MN)

ED 404 503 CE 073 452

Frey, Brian D.
Portfolio Assessment.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Basic Skills; Check Lists; *Competency Based Education; English; *High School Equivalency Programs; Language Skills; Mathematics Skills; *Portfolio Assessment; Portfolios (Background Materials); Records (Forms); *Student Evaluation; Writing Skills
IDENTIFIERS- *General Educational Development Tests

A comprehensive, needs-based portfolio assessment system was developed for use with adult basic education (ABE)/General Educational Development (GED) students at an adult education and job training center in Lewistown, Pennsylvania. Consultation meetings were held with ABE/GED instructors, students, administrators, and counselors to identify relevant needs-based competencies/skills and develop a portfolio format. Other portfolio assessment structures were also researched. It was decided that the portfolio assessment system would consist of a checklist system of the English/writing and mathematics skills, aptitudes, and competencies that students were expected to develop, and selected samples of students' work. Students' skills were further documented through periodic standardized testing that was cross-referenced to the checklists. The portfolio assessment system was used with a total of 35 students enrolled in a GED class, an ABE class, and three independent student ABE/GED classes. Documented increases in student knowledge were readily available through the system of checklists cross-referenced with curriculum-based assessment. The students reported enjoying using the portfolios because they could readily see the results of their learning. (Also included is a sample GED portfolio containing the following forms: skills checklists; case manager review; independent study plan; assessment summary; and competency measures.) Contains 12 references. (MN)

ED 404 504 CE 073 453

profile. Four appendixes contain excerpts from university extension guides for nutrition requirements for beef and swine, and from feed composition tables. The student reference consists of information sheets and illustrations for the lessons. (KC)

ED 404 522 CE 073 540

Peiter, Andrea; And Others
Introduction to Animal Reproduction. Instructor Guide and Student Reference. Volume 28, Number 5 and Volume 28, Number 6.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Animal Husbandry; Animals; Competence; Competency Based Education; Course Content; Genetic Engineering; *Genetics; High Schools; Job Skills; Learning Activities; Livestock; Pregnancy; *Reproduction (Biology); Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This instructor guide and the corresponding student reference contain seven lessons about animal reproduction for inclusion in Vocational Instructional Management System (VIMS) agricultural education courses. The lessons cover the following topics: the male and female reproductive systems, puberty and the estrous cycle, conception and gestation, parturition, reproduction and genetics, and genetic improvement management practices. The instructor's guide contains the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, 26 references and teaching aids, materials and equipment lists, and a student competency profile. The student reference consists of information sheets and illustrations for the lessons. (KC)

ED 404 523 CE 073 541

Leffert, Kenneth L.; And Others
Equine Science. Instructor Guide and Student Reference. Volume 27, Number 4 and Volume 27, Number 5.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; *Animal Husbandry; Competence; Competency Based Education; Course Content; Grade 9; High Schools; *Horses; Job Skills; Learning Activities;

PUB DATE- 95
NOTE- 40p.; For other Outstanding Practices reports, see CE 073 573-575, and ED 382 814.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Career Education; *Curriculum Development; Educational Change; Educational Improvement; *Education Work Relationship; High Schools; *Integrated Curriculum; Models; *Noncollege Bound Students; Program Descriptions; *School Effectiveness; Vocational Education
IDENTIFIERS- *High Schools that Work

This booklet is the fifth in a series of profiles of "what works" at high schools in the High Schools that Work program. It contains 40 outstanding practices descriptions aligned with the key practices of the High Schools that Work program. The profiles contain a short description of the strategies and contact information. Representative topics are as follows: technology linking school and home in helping students meet higher expectations; using a team approach to establish higher standards; manufacturing and construction technology teacher operating classroom like a business; strengthening ties between education and business; connecting communication skills to the real world through papers, projects, and portfolios; helping all students succeed in a first-year algebra course; designing and implementing an engineering academy that follows the High Schools that Work guidelines; developing new lesson plans and projects based on teachers in industry program, using flexible block scheduling, using reading to learn strategies in the guidance and student services program, and students getting extra help during in-school flextime. (KC)

ED 404 541 CE 073 575

1996 Outstanding Practices. Effective Strategies in Raising the Achievement of Career-Bound High School Students.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 96
NOTE- 61p.; For the 1993 and 1995 Outstanding Practices report, see CE 073 573-574. For the 1993 report, see ED 382 814.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Articulation (Education); Career Education; *Curriculum Development; Educational Change; *Educational Improvement; *Education Work Relationship; *General Education; High Schools; *Integrated Curriculum; Models; Noncollege Bound Students; Program Descriptions; *School Effectiveness; Vocational Education
IDENTIFIERS- *High Schools that Work

This booklet is the sixth in a series of profiles of "what works" at high schools in the High Schools That Work program. The first part of the booklet presents the key practices of High Schools That Work and descriptions of 10 schools that have replaced or are in the process of replacing the general track. The second section contains 23 descriptions of supporting practices at a number of schools that are moving toward the goal of high standards and high achievement for all students by replacing the general track. These practices are grouped in the following areas: (1) career or academic majors; (2) using student-centered instruction; (3) providing students with extra

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Costs; *Crime; Economic Factors; *Economic Impact; Economic Progress; *Illiteracy; *Job Skills; Productivity; Socioeconomic Influences; Statewide Planning
IDENTIFIERS- *Alabama

A survey group of the State Literacy Workforce Development Council studied the impact of illiteracy on Alabama's work force and economy using census data. Findings indicated that 55 percent of Alabama's adults functioned at literacy levels inadequate to meet the demands of a modern, technical society. Costs to business and industry were lost productivity, high employee turnover rates, wastage, and absenteeism associated with inadequate basic skills among workers. Other findings were as follows: the contribution of illiteracy to poverty, the effects of which cost the taxpayers at least $495 million per year in Aid to Families with Dependent Children and food stamp costs and the link between illiteracy and crime, with the support of over 20,000 prisoners costing over $200 million per year--rising by 1,000 prisoners each year. The literacy level of Alabama's workers affected the state's ability to retain existing business and industry and attract new business and industry. Social costs associated with low worker literacy levels included some social conditions associated with poverty such as the following: low birth weight babies, high infant mortality, child death, high teen violent death rates, large numbers of high school dropouts, high rates of teen pregnancy, and crime. The survey group identified the following needs that, if met, would have a positive and significant impact on the state's economy and future: a high school credential; basic literacy and computational skills; and effective work attitudes. (YLB)

ED 404 560 CE 073 612

Morrison, Kenneth
Improving Access and Relevance of Training through In-Plant Training: The Jamaican Experience.
PUB DATE- Dec 96
NOTE- 27p.; Paper presented at the Annual Meeting of the International Vocational Education Association (Cincinnati, OH, December 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Apprenticeships; Developing Nations; Education Work Relationship; Foreign Countries; Human Resources; Improvement Programs; *Inplant Programs; *Labor Force Development; Models; *On the Job Training; Postsecondary Education
IDENTIFIERS- *Jamaica

Inplant training has begun to be used as a strategy to improve access and the relevance of training by the Human Employment and Resource Training (HEART) Trust/National Training Agency (NTA) in Jamaica. Inplant training is presented as a viable, efficient, and relevant method of providing induction and upgrading training for industry. In this strategy, NTA uses the facilities and services of business enterprises to train/upgrade workers to meet predetermined performance criteria/competencies established jointly by HEART/NTA and attachments are: (1) The Allensworth and Kolbe Model of comprehensive health; (2) Outline of Academy I and Academy II; and (3) Practitioner Self Report. Contains 18 references. (RJM)

ED 404 579 CG 027 030

Young, Richard A.
An Action Approach to Career Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Awareness; *Career Counseling; *Careers; Cognitive Development; *Constructivism (Learning); Counseling Techniques; Counseling Theories; Individual Psychology; Models; Self Actualization
IDENTIFIERS- *Action Theory; ERIC Digests; Narrative Inquiry

Although counselors have implicitly understood and used a number of its tenets, an action-theoretical approach is a relatively recent development in career counseling. This digest analyzes the tenets of this approach. An action approach to career counseling sees clients as agents who steer and direct their activities. It represents an integration of constructionist, contextual, and narrative approaches. Action theory is based on the importance of ways in which people organize their daily lives. Action and career are viewed as two important and interrelated constructs. The theory provides a framework and language which can be useful in understanding career counseling. Its theoretical propositions explore ways of viewing action, the construction of career resulting from counselor/client discourse, a balancing of what must be done in the short term and what can be done in one's life, the belief that career is not solely a matter of individual action but involves the social and dynamic nature of careers, and the recognition that the term "career" may not be critical to clients. One of the values of an action-theoretical approach is its ability to link theory and practice, thus providing counselors a conceptual model that parallels human experience. (RJM)

ED 404 580 CG 027 031

Redekopp, Dave E.; And Others
The "High Five" of Career Development. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS P[illegible]- MF01/PC01 Plus Postage.
PUB TYP[illegible]Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Career Guidance; *Careers; Cognitive Development; *Individual Development; Social Development
IDENTIFIERS- ERIC Digests; Occupational Congruence; *Occupational Values

Some experts were asked to summarize what they knew about career development in five short messages. What resulted is the "High Five" of career development: 1) Change is constant; 2) Follow of the areas surveyed reported significantly more actual time in intervention than did those from the Southeast and North Central regions. The time spent in intervention by those in the Northeast ranked between the two extremes. Furthermore, four areas currently receiving attention in the literature--consultation, individual counseling, classroom observation, and behavior analysis--were ranked high among the professional activities in which school psychologists engaged most frequently. (RJM)

ED 404 598 CG 027 453

Bloland, Paul A.
Understanding ACPA's Student Learning Imperative.
PUB DATE- 9 Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *College Environment; College Students; Curriculum Development; *Educational Strategies; Extracurricular Activities; Higher Education; Instructional Development; Learning Strategies; Student Development; *Student Personnel Services; Student Personnel Workers
IDENTIFIERS- *American College Personnel Association

The Student Learning Imperative (SLI) was created to stimulate discussion on how student affairs professionals can enhance student learning and personal development. This paper outlines the antecedents and background of the SLI position paper. A member of the committee that developed the SLI discusses here student affairs' historical goal of reunifying the extracurriculum and the curriculum into an educational paradigm that sees student learning as occurring both in and out of the formal classroom. This overview presents the SLI as a recent attempt to emphasize this enhanced view of the nature of collegiate learning. After outlining the rhythmic changes in higher education over the past 100 years, the paper lists the principles of SLI, such as the integration of learning, personal development, and student development; the importance of knowledge and understanding to student success; and the recognition of student affairs personnel as educators. The SLI is seen as an attempt to reunify the academic and the out-of-class activities of students so that, as faculty and staff plan the scope and nature of student learning, the full resources of a university can be utilized in implementing its mission statement. (RJM)

ED 404 599 CG 027 454

Roland, Catherine B., Ed.; Conneely, Rebecca J., Ed.
Current Issues and Perspectives in Group Work. A Counseling Monograph.
PUB DATE- 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; American Indians; Blacks; Bulimia; Counseling Psychology; *Cultural Influences; *Group Counseling; Group Dynamics; *Group Therapy; Hispanic Americans; Self

reading, either on a group basis or an individual basis. Students were administered the Reader Self-Perception Scale as a pretest and posttest. Parents and 2 teachers completed questionnaires. Results indicated that by the end of the program, the students (1) had more confidence in their capacities and self-efficacy of being a reader; (2) were more motivated to read; and (3) voluntarily got involved in literacy activities. Findings suggest that parent involvement had an impact upon increments of students' self-perception as a reader and writer. (Contains 41 references and 3 tables of data. An appendix presents an interview protocol.) (RS)

ED 404 618 CS 012 714

Padgett, Ron
Creative Reading: What It Is, How To Do It, and Why.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Thinking; *Critical Reading; Higher Education; Imagination; *Reading Attitudes; Reading Habits; *Reading Instruction; *Reading Strategies; *Reading Writing Relationship; Recreational Reading; Secondary Education
IDENTIFIERS- Aesthetic Reading; *Reading Uses; Text Factors; Typography

This book aims to enlarge the possibilities of reading by suggesting ways to make reading more imaginative and by encouraging a new attitude toward the act of reading. The book discusses the mystery of learning to read, the physiology and psychology of reading, the ongoing contests between various methods of instruction. It guides readers through their own personal histories with a series of questions related to their reading habits before beginning school, in school, and after completing their formal educations. After a brief discussion of common reading errors that can be used creatively, the central chapter of the book, "Creative Reading Techniques," suggests exercises that make reading an adventure, highly interactive, and imaginative, using both classic and modern literature in ways that blend reading and writing. Along the way, among other things, the book talks about the influence of typography, movies, and television on reading, the joys of misunderstanding, the music of Spike Jones, skywriting, Dada poetry, reading in dreams, the way words sound in the reader's head, and the setting in which text is read. (NKA)

ED 404 619 CS 012 715

Lipton, Laura; Hubble, Deborah
More Than 50 Ways to Learner-Centered Literacy.
PUB DATE- 97
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Environment; Classroom Techniques; Elementary Education; *Learning Activities;

Getting Started...Handbook for the Beginning Novelist.
PUB DATE- 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Creative Writing; Independent Study; *Marketing; *Novels; Research; *Self Motivation; Strategic Planning; *Writing for Publication; *Writing Processes
IDENTIFIERS- Writing Motivation; Writing Style

This handbook is designed to take aspiring novelists from the concept of that first novel all the way through to completion, including the crucial step of marketing. The handbook discusses shortcuts to help save time, traps all new writers must avoid, inspiration to get a novel done, and checklists to guide every step. The chapters in the handbook are: (1) Getting Started; (2) No Excuses!; (3) The First Step; (4) More on Ideas; (5) Research; (6) More on Outlining; (7) Drafts; (8) Plots and Titles; (9) Style; (10) Characters; (11) Dialogue; (12) Agents; and (13) The Submission Package. (NKA)

ED 404 639 CS 215 730

Dwyer, Edward J.; Dwyer, Evelyn
Making Sturdy Cloth-Bound Books Using Heat-N-Bond Ultra.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Art; Classroom Techniques; *Creative Activities; Elementary Education; Handicrafts; *Student Developed Materials; Student Motivation; *Student Participation; *Student Publications; *Writing for Publication
IDENTIFIERS- Book Binding; *Book Production

The road to competence in writing is best paved with joyful experiences, especially early experiences with writing in the elementary school. One such experience is writing a story and making a beautiful cloth-bound book. Materials needed, which are easily obtained, are: (1) a commercially produced material called Heat-N-Bond (Ultra); (2) mat board or heavy weight poster board; (3) heavy weight paper in a variety of colors; (4) cloth in bright patterns or any other choice; (5) plain white photocopy paper; (6) long arm stapler; and (7) clothes irons. After assembling the book in 10 easy steps, photos or pictures from magazines or other sources may be put on the cover or drawings can also be used. The cost of each book is approximately 65 cents. An easily transportable file tote box can be useful for keeping materials on hand. Children can make several books and display them during a young authors' conference in the classroom. (CR)

ED 404 640 CS 215 731

Using Nonfiction Effectively in Your Classroom, Grades 1-6.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English

Van Alkemade, Kim
Questioning the Humanist Vision of Computer Technology.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Attitudes; *Computer Uses in Education; Higher Education; *Humanism; *Scholarship; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- *Access to Computers; *Computer Assisted Writing; Discourse Communities; Educational Issues; Technology Integration

Scholarship's reliance on humanism as a critical principle is problematic and needs to be called into question. The issue of access in "Computers and Composition" scholarship illustrates how a critical reliance on humanism may actually betray humanist values scholars in the field tend to promote. Scholarship in "Computers and Composition" has cultivated a vision of computer technology as having the power to democratize existing power relationships and to broaden the base of privilege by opening discourse communities to those formerly barred access by gender, class, or race. But the computer empowers only those to whom it is available. While the unequal distribution of computers in the nation's schools presents a formidable barrier to access, scholars realize that solving the problem of access may not be enough. There is a stubborn and widening gap between the humanist vision of computers and the debilitating effects computer technology has on the hope for equal education. The best way to reconcile the technological view of the computer and humanistically formed goals as an educator is to limit the role of computers as much as possible--to eschew computer-conferencing software and develop curriculum that introduces students to the computer as, essentially, a fancy typewriter. (Contains 24 references.) (CR)

ED 404 660   CS 215 754

Joyce, Marilyn Z.; Tallman, Julie I.
Making the Writing and Research Connection with the I-Search Process: A How-To-Do-It Manual for Teachers and Librarians. How-To-Do-It Manuals for Librarians Number 62.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; *Expository Writing; High Schools; High School Students; *Information Retrieval; Library Skills; Research Papers (Students); *Research Skills; Student Interests; *Student Research; Technical Writing; *Writing Skills
IDENTIFIERS- *I Search; SQ3R Study Formula

Describing the "I-Search" as an approach to research that uses the power of student interests, builds a personal understanding of the research process, and encourages stronger student writing, this manual puts forward the I-Search process as the best tool which exists for connecting students effectively to

NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Experiential Learning; Group Dynamics; Higher Education; *Journal Writing; Peer Groups; Publicity; Public Relations; *School Community Relationship; *Service Learning; *Speech Communication; Student Journals; Writing Assignments
IDENTIFIERS- *Small Group Communication

It is difficult for a student to understand small group communication and the role communication plays in making an experience a positive or negative one until he or she is actually involved in small group experience. Such goes the argument for experiential learning in the classroom. By incorporating a service-learning component into the classroom, the simulation phase is replaced by the actual experience of the real world. In one experiential learning project, five community non-profit agencies were invited to the classroom to talk about their agencies and discuss a "problem" they could use assistance in solving. Most of the problems had to do with image, communication, or publicity. After listening to the presentations of the different agencies, students selected one to work for and small groups were formed. A brief description of each of the five projects indicates a wide range of success. To determine if students were learning anything from the experience, two written projects, a journal and a final reflection paper, were assigned. In the journal writing assignment, students were asked to carefully note specific details about individual and group development. In the final paper assignments, students were asked to detail specific lessons learned about small group communication. While not all reflection goals were met, most were. Written works indicated that most students learned from the group experience. (TB)

ED 404 681 CS 509 430

Holling, Michelle A.; Yun, Kimo Ah
Building and Testing a Model To Disseminate AIDS Awareness Information: A Time Series Analysis.
PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Diffusion (Communication); *Females; Higher Education; High Schools; *Hispanic Americans; Information Dissemination; Minority Groups; Models; Sex Education
IDENTIFIERS- Chicanas; *Health Communication; Latinas; Safe Sex Practices; Sexually Transmitted Diseases; Time Series Analysis

Young Chicanas/Latinas have a high risk of contracting HIV. However, their risk could be significantly reduced if information about AIDS and HIV is properly disseminated. Although some efforts have attempted to study the relationship between young populations and HIV, few studies have been and speaker notes all from a single file. In the public speaking course, students can be overwhelmed with all the required elements for an effective speech. PowerPoint by Microsoft is user friendly presentation software, which may be purchased alone or as a part of Microsoft Office, and is available for both Macintosh or Windows. (CR)

ED 404 700 CS 509 450

Albone, Kenneth R.
Planning Single Course Assessment within Institutional Goals for General Education.
PUB DATE- Nov 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Outcomes Assessment; Course Evaluation; Curriculum Based Assessment; Curriculum Development; *General Education; Higher Education; Instructional Effectiveness; *Public Speaking; Student Educational Objectives; *Student Evaluation; *Student Improvement
IDENTIFIERS- Learning Environments

In higher education, there has been a return to the education of the student as the focal point instead of traditional research, with the emphasis on improving student learning by developing outcome goals and being able to assess them effectively. Some guidelines for a basic framework, such as those developed for a basic public speaking course at a Mid-Atlantic state institution, would include: (1) identifying an ability; (2) determining criteria; (3) assessment activities; (4) preparing students for assessment; and (5) preliminary evaluation. The assessment begins by noting the links between institutional goals and the objectives of the general education course under consideration. Focusing on outcomes assessment, it would provide rich data for evaluation of the effect of the course upon the student and the curriculum. The trend to view higher education as a learning environment for the student would be well served by such programs of assessment. (Contains 17 references.) (CR)

ED 404 701 CS 509 451

Heinemann, Robert L.
Addressing Campus-Wide Communication Incivility in the Basic Course: A Case Study.
PUB DATE- Nov 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; *College Students; *Communication Problems; Communication Skills; Community Attitudes; Higher Education; *Interpersonal Communication; Introductory Courses; *Private Colleges; *Speech Communication; Student Development
IDENTIFIERS- Communication Behavior; Hate Speech; *Messiah College PA

section includes a review of the book "Together We Can: A Guide for Crafting a Profamily System of Education and Human Services." A list of OERI Superintendents' Network members is included. (LMI)

ED 404 720 EA 025 722

Crohn, Leslie; Hagans, Rex W.
Seeking Common Ground on Education Reform: An Annotated Collection of Resources and Policy Options for Seeking Common Ground in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 36p.; Two parts; separately bound.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Attitudes; Community Involvement; *Community Support; *Conflict Resolution; *Educational Change; Elementary Secondary Education; *Public Policy; *School Community Relationship

Reforming schools involves change and, like all change, it faces opposition. This 2-part report is designed to help local school and community leaders involved in education who are experiencing growing opposition to school improvement efforts. The first part includes materials and resources educational leaders can use to promote change. Each entry includes information about the publication or resource and a description of its contents or services. The materials and resources are listed under three topics: (1) garnering support for educational reform; (2) understanding the concerns of opposition groups; and (3) adapting policy and procedures in response to opposition. The second part includes information on how to understand community conflicts and promote change; it provides three hypothetical case studies of different communities involved in change. Key to carrying out school-improvement efforts is garnering public support. School leaders must listen carefully to community concerns, concentrate on the majority interest, and be clear about goals. Educators must also understand how their changing communities can influence school-improvement efforts. And the community must be involved in the decisions made during school reform. (First part contains 24 references.) (JPT)

ED 404 721 EA 025 740

Textbooks: What's at Stake?
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Multicultural Textbooks; Textbook Bias; *Textbook Content; *Textbook Evaluation; Textbook Preparation; *Textbooks; *Textbook Selection

Textbooks have an enormous influence on the curriculum of schools across the nation. Many issues are taken into consideration when selecting textbooks. Textbooks that present students with a multicultural curriculum are often at the center of debate is based on an ecological, family-centered approach to education and service delivery and is used to train state cadres in Oregon, Idaho, Montana, Alaska, and Washington. The project's goal is to help educators and human-service workers form effective and supportive partnerships with each other and with the families they serve. The module contains a training outline with procedures, activities, overhead transparencies, handouts, key articles, and a paper entitled, "The Ecology of the Family: A Background Paper for a Family-Centered Approach to Education and Social Services Delivery." This particular workshop focuses on the importance of family involvement in their children's education, with an emphasis on reaching out to hard-to-reach families. (LMI)

ED 404 742 EA 028 240

Connard, Christie; And Others
Working Respectfully with Families: A Practical Guide for Educators and Human Service Workers. Training Module IV: Home, School, and Community Partnerships.
PUB DATE- Mar 96
NOTE- 90p.; For the other modules, see EA 028 237-239. Overhead transparencies (replicated in document) are not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Community Coordination; *Community Services; Elementary Secondary Education; *Family (Sociological Unit); *Family Needs; Family Programs; Human Services; *Integrated Services; *Social Services; Social Work; Workshops

Educators and service providers often have little opportunity to work cooperatively with families to enhance outcomes for children. This document is the fourth in a four-part training module that was developed by Northwest Regional Educational Laboratory's Child, Family, and Community Program. The workshops are based on an ecological, family-centered approach to education and service delivery. The module, which presents the philosophical underpinnings of an ecological, strength-based approach, is used to train state cadres in Oregon, Idaho, Montana, Alaska, and Washington. The module contains a training outline with procedures, activities, overhead transparencies, handouts, key articles, and a paper entitled, "The Ecology of the Family: A Background Paper for a Family-Centered Approach to Education and Social Services Delivery." The third workshop focuses on the interdependence among the home, school, and community and helping those who work with children and families to understand that all families need help at some time in their lives. The workshop examines three strategies that enhance families' access to formal and informal support (family advocates, home visits, and parent centers) and presents a case study in which workshop participants identify family strengths, develop strategies to enhance formal and informal support, and come to understand the family's perspective. (LMI)

ED 404 743 EA 028 242

Krumm, Bernita L.
The Role of Cultural Understanding in School Leadership.
PUB DATE- 96

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Curriculum; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Instructional Leadership; Organizational Climate; *Principals

Principals can best discharge their leadership role if they develop a deep and broad knowledge base with respect to curriculum. This book offers guidelines for principals who seek to work cooperatively with the school community in developing and implementing effective curriculum. Part 1 contains three chapters that review the knowledge base. They explain the four levels of curriculum work (state, district, school, and classroom) and analyze the importance of the principal's role. Part 2 includes two chapters that explain how the principal can influence the state and district curricula as they are being developed. The six chapters in the third part focus on steps in developing the curriculum at the school level, including developing a vision and goals, rethinking the program of studies, committing to a learning-centered schedule, integrating the curriculum, aligning the curriculum, and monitoring the implementation process. Four chapters in part 4 offer suggestions for working with classroom teachers--making yearly planning calendars, developing units of study, enriching the curriculum and remediating learning, and evaluating the curriculum. The final chapter describes practical ways to implement leadership skills. References accompany each chapter. Contains 3 figures and 31 references. (LMI)

ED 404 763 EA 028 275

Bracey, Gerald W.
Setting the Record Straight: Responses to Misconceptions about Public Education in the United States.
PUB DATE- 97
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Standards; Charter Schools; Dropout Rate; *Educational Finance; Elementary Secondary Education; *Politics of Education; Private Schools; *Public Education; *Public Relations; Public Schools; *Public Support; School Choice; Special Education; Teacher Effectiveness; Test Score Decline

Educators must open their eyes to the intensity of the anti-public-school efforts by many politicians and business leaders. This book provides a defense against those who innocently attack schools with misinformation and those who disingenuously attack schools with disinformation. A total of 18 chapters address 18 criticisms most commonly leveled at public schools. Each chapter discusses a criticism and suggests a brief reply based on pertinent data. The chapters address issues in educational spending, academic achievement, declining test scores, international comparisons, the dropout rate, private versus public schools, the global marketplace, the education-work relationship, administrative bureaucracy, teacher quality, and special education costs. The book does not suggest that public education is free of problems; the reform of public information about the characteristics and needs of park visitors who have disabilities. Four different categories of disabilities are addressed: (1) mobility impairments; (2) visual impairments; (3) hearing impairments; and (4) mental impairments (includes information on mental retardation, learning disabilities, and emotional disorders). Each disability section describes characteristics of the impairments and environmental concerns that might apply, followed by suggestions for assisting and interacting with persons with these types of disabilities. An appendix includes a list of outdated and inappropriate terms or expressions for referring to disabilities and examples of preferred terms. (CR)

ED 404 782   EC 305 266

Your Family and Managed Care: A Guide for Families of Children with Mental, Emotional or Behavioral Disorders.
PUB DATE- 96
NOTE- 20p.; For a family advocate's guide, see EC 305 267.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); *Behavior Disorders; Children; *Emotional Disturbances; Family Involvement; Health Care Costs; *Health Insurance; *Health Maintenance Organizations; *Health Services; *Mental Health Programs; Program Evaluation

Designed for parents of children with mental, emotional, or behavior disorders, this booklet provides information on accessing mental health services through health maintenance organizations. The first part of the guide provides information on how managed care can improve children's access to behavioral health services through expanded service options, earlier identification and treatment, efficient coordination of services, service compatibility with a family's culture and values, and family involvement in decisions about care. The guide also discusses how managed care controls costs and provides tips on how families can make managed care work for their child. Goals are presented for managed care for families of children with mental, emotional, or behavioral disorders. A final section deals with what families should watch out for, such as limits on needed services, reduced quality of care, and exclusion of families from service planning and decision-making. A checklist is provided to evaluate whether a managed care plan operates in a family-friendly manner. (CR)

ED 404 783   EC 305 267

Osher, Trina W.; And Others
Managing Behavioral Health Care for Children and Youth: A Family Advocate's Guide.
PUB DATE- Aug 96
NOTE- 42p.; For a guide for families, see EC 305 266.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Disorders; *Child Advocacy; Children; *Emotional Disturbances; Family Involvement; Health Insurance;

ED 404 800 EC 305 318

Thurlow, Martha; And Others
Alternate Assessments for Students with Disabilities. NCEO Policy Directions, Number 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Data Analysis; Data Collection; *Disabilities; *Educational Assessment; Elementary Secondary Education; Eligibility; Evaluation Methods; State Standards; *Student Evaluation; *Student Participation
IDENTIFIERS- *Alternative Assessment; *Testing Accommodations (Disabilities)

This review identifies options for developing alternate assessments for students with disabilities who are unable to participate in the general district and state assessments used for accountability purposes. It notes that students with disabilities are often excluded from these educational assessments used for accountability and urges development of better guidelines for deciding who participates, who receives accommodation, and how the data are reported. The report defines alternate assessment; briefly describes activities of Kentucky, Maryland, and Texas; and offers a map showing the status of alternate assessment in all 50 states. Three alternate assessment issues are identified and addressed: who should take the alternate assessment, what should be assessed, and how the alternate assessment should be integrated into the accountability system. The paper offers the following recommendations: (1) define the purpose of the alternate assessment system and who qualifies to participate in it; (2) identify the common core of learning for the alternate assessment; (3) develop participation guidelines for the alternate assessment system; (4) determine how results will be aggregated; and (5) integrate results from the alternate assessment with results from the general assessment. (DB)

ED 404 801 EC 305 319

Erickson, Ron; And Others
Neglected Numerators, Drifting Denominators, and Fractured Fractions: Determining Participation Rates for Students with Disabilities in Statewide Assessment Programs. Synthesis Report 23.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Data Collection; *Disabilities;

compared for hyperactivity and aggressiveness. Parents rated their self-estimations on a five-level Likert-type scale. Children's behavior was estimated by parents and teachers on a three-level estimation scale. A significant difference was found between the two parental groups on perceived competence for parental role, self-respect, locus of control, and social anxiousness. Parents whose children had normal intellectual functioning expressed internal locus of control orientation, estimated higher personal competence for the parental role, indicated higher self-respect, and demonstrated lower social anxiousness than did parents of children with intellectual disabilities. Teacher and parental estimations of children's aggressiveness and hyperactivity showed a significantly lower incidence of these behaviors in children with normal intellectual functioning. The study concluded that the permanent low-intensity stress experienced by parents of children with intellectual disabilities causes a decreased sense of personal competence. Contains 30 references. (DB)

ED 404 819   EC 305 337

Pickering, Des; Wilton, Keri
The New Zealand Special School Project: An Evaluation of a Special School System.
PUB DATE- Jul 96
NOTE- 12p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Moderate Mental Retardation; Multiple Disabilities; *Parent Attitudes; Parent School Relationship; Program Evaluation; Satisfaction; *Severe Mental Retardation; Special Education; *Special Schools; Student Characteristics; *Teacher Attitudes
IDENTIFIERS- *New Zealand

A survey examined the perceptions of parents and staff concerning the services provided to students (N=1,492) at 29 special education schools in New Zealand. Respondents were also asked to comment upon the possibility of including these students within regular school settings. Information was also collected regarding the demographic, ethnic, and socio-economic characteristics of the students; the medical definition and presumed etiology of their conditions; and their prior educational history. Seventy percent of the student sample attended schools for students with intellectual disabilities (implying mental retardation in the moderate to severe range.) The great majority of students also experienced additional disabilities. Responses were received from 1,073 parents and 469 teachers. Parental satisfaction with the type of curriculum offered by the schools was high and there was congruence between what parents and teaching staff viewed as appropriate curriculum. Parental satisfaction with teaching quality was also high. Parental attitudes toward the inclusion of their child in regular schools were generally negative, with many parents citing previously unsuccessful attempts at inclusion as the reason. Many teachers in special schools were positively inclined towards the concept of inclusion-integration, but only if appropriate support services were provided. (DB) provided are an appendix listing topics for evaluating critical thinking abilities and a glossary. (CR)

ED 404 837 EC 305 408

Costa, Arthur L.; Lowery, Lawrence F.
Techniques for Teaching Thinking. The Practitioners' Guide to Teaching Thinking Series.
PUB DATE- 89
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Techniques; Cognitive Processes; Elementary Secondary Education; Intelligence Quotient; Lesson Plans; Metacognition; Questioning Techniques; Student Evaluation; Teaching Methods; *Thinking Skills
IDENTIFIERS- Multiple Intelligences

This book presents successful classroom practices for teaching thinking skills with children and adolescents. An introduction discusses the basic importance of cognitive processes to academic success and the importance of thinking skills programs for all students. Four fundamental concepts that underlie recent changes in curriculum and instructional practices are mentioned: the theory of cognitive modifiability, the theory of multiple intelligences, the faith that intelligence can be taught, and the thesis that traditional IQ scores have little to do with success in dealing with problems encountered in daily life. The crucial role of the teacher in developing students' thinking is then discussed. The first chapter focuses on structuring and organizing the classroom for thinking, including developing instructional clarity, and structuring time and energy. The second chapter considers teacher-initiated questions and directions that elicit thinking and learning. Teacher response behaviors that extend thinking and learning are examined in the third chapter. The importance of "thought-full" language in the classroom is stressed in the fourth chapter, which covers subtopics such as the linguistic nature of instruction, discipline, classroom management, and probing for specificity. Strategies for enhancing metacognition are offered next. The sixth chapter provides techniques for teaching a thinking skill or strategy directly and includes a lesson-planning strategy and a sample lesson. The final chapter examines ways to evaluate student thinking skills. The epilogue focuses on the importance of modeling or behaving consistently with our cognitive goals and objectives. References accompany each chapter. (CR)

ED 404 838 EC 305 438

First Steps: A Handbook for Teaching Young Children Who Are Visually Impaired.
PUB DATE- 93
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); *Behavior

motivation; personality; teaching methods; cultural background and experience abroad; age; and classroom tasks given to learners. Areas in which further research is needed on these factors and on how research on LLS can be used in the language classroom are noted. Forms used in identifying learners' LLS are appended. Contains 29 references. (MSE)

ED 404 858 FL 024 418

Motta-Roth, Desiree
Book Reviews and Disciplinary Discourses: Defining a Genre.
PUB DATE- 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Book Reviews; *Chemistry; Comparative Analysis; Discourse Analysis; *Economics; English (Second Language); *English for Academic Purposes; Foreign Countries; Intellectual Disciplines; *Language Patterns; Language Styles; *Linguistics; Literary Genres; Reading Instruction; Second Language Instruction; Writing Instruction
IDENTIFIERS- Discourse Communities; *Discourse Conventions

This study analyzed the English discourse organization of sixty academic book reviews in three disciplines (linguistics, chemistry, economics) published in 1990, to help define book reviews as an academic written genre. Analysis revealed that although book reviews show regularities in information form, function, and content, some variation occurs in terms of how reviewers realize evaluation and description moves across disciplinary boundaries. Results suggest that this variation is produced by the reviewers' tendency to respond to differences in epistemological organization of the three fields (e.g., object of study, methodologies commonly adopted, and the literary tradition) indicating connections between text and context. The study indicates that discursive practices in the disciplines have to be considered in the teaching of English for academic purposes (EAP) to help learners develop more critical and effective reading and writing competencies. Contains 25 references. (Author/MSE)

ED 404 859 FL 024 420

Stewart, Stuart
The Many Faces of Conversational Laughter.
PUB DATE- Feb 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on Linguistics and Literature (9th, Denton, TX, February 7-9, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Cultural Differences; Discourse Analysis; *Humor; *Intercultural Communication; Interpersonal Communication; Interpersonal Relationship; *Language Patterns; Native Speakers; Regional Dialects; *Second Languages; *Spanish
IDENTIFIERS- *Laughter; Spanish (Dominican); Turn Taking

Some of the uses of laughter in conversation are examined, specifically as laughter occurs in a second language setting.

than others. LEP students served had higher grades, attendance rates in secondary school, and fewer discipline problems than refusals. (MSE)

ED 404 878 FL 024 446

Chamot, Anna Uhl; And Others
Learning Strategies in Elementary Language Immersion Programs. Final Report. Reporting Period: FY 1993-1996.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Strategies; Elementary Education; Elementary School Teachers; *FLES; Grade 1; Grade 2; Grade 3; Grade 4; *Immersion Programs; Inservice Teacher Education; Instructional Effectiveness; Language Teachers; *Learning Strategies; Longitudinal Studies; Professional Development; Protocol Analysis; *Second Language Learning; *Second Languages; Self Efficacy; Surveys; Teacher Attitudes

A 3-year, three-part study investigated the learning strategies (LS) of children in grades 1-4 learning a foreign language (French, Spanish, Japanese) in an immersion setting and assisted immersion teachers in using LS for instruction. A sample of 72 high-rated and low-rated students were followed for 2 to 3 years. Professional development activities familiarized teachers with ways of incorporating LS into curricula. Data were gathered from students using think-aloud interviews and questionnaires concerning LS use and self-efficacy, and from teachers using interviews. Research focused on: (1) which LS are used by more effective and less effective learners; (2) whether and how the strategies change over time; (3) whether students using LS more frequently perceive themselves as effective language learners; (4) differential LS use by language; (5) relationship between language proficiency and LS use; (6) types of teacher development supportive of LS instruction in language immersion; and (7) immersion teachers' beliefs about effectiveness of LS instruction. Results are reported and discussed. Appended materials include information on LS, questionnaires, and interview forms. Contains 37 references. (MSE)

ED 404 879 FL 024 447

Jung, Woo-hyun
Speech Acts of "Thank You" and Responses to It in American English.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (16th, Baltimore, MD, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Traits; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *North American English; *Speech Acts; *Suprasegmentals

This discussion of the speech act of thanking looks at the basic functions of the act and responses to it in American English.

ED 404 898 HE 029 902

Grayson, J. Paul
Who Leaves Science? The First Year Experience at York University.
PUB DATE- 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *College Freshmen; *Enrollment Influences; Foreign Countries; Grade Point Average; Grades (Scholastic); Higher Education; *Majors (Students); *Sciences; Student Attitudes; Student Characteristics; *Student Educational Objectives
IDENTIFIERS- Canada; Tinto Model; *York University ON

This study examined student departure rates from the Faculty of Pure and Applied Science at York University in Ontario (Canada) using Tinto's (1987) model of student departure. Student records from 1992-93 were used to obtain data on grades in the final year of high school, sex, language status, and amount of student financial awards received; first-year grade point average and enrollment status after the first year were obtained from 1993-94 records. A total of 141 students also completed surveys regarding academic goals and attitudes. It was found that 78 percent of the students re-enrolled in the sciences for their second year, 5 percent enrolled in other faculties at the university, and 17 percent left the university for destinations unknown. In general, those who remained in the sciences had higher grade 13 and first year marks than those leaving the university; however, students leaving the sciences for other university faculties had higher grade 13 and first-year marks than those remaining in the sciences. Enrollment status in the second year could not be related to pre-entry characteristics or initial goals and commitments of students. An appendix explains the model of student departure. (Contains 28 references.) (MDM)

ED 404 899 HE 029 903

Grayson, J. Paul; Williams, Deanna
Racialization and Black Student Identity at York University.
PUB DATE- 94
NOTE- 30p.; For a related document, see HE 029 901.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Black Students; *College Students; *Ethnic Status; Focus Groups; Foreign Countries; Higher Education; *Minority Groups; Public Policy; *Racial Attitudes; Racial Bias; *Racial Identification; Student Attitudes
IDENTIFIERS- Canada; Chinese Canadians; Visible Minority (Canada); York University ON

The focus group approach with black students and students of Chinese origin at York University in Ontario (Canada) was used to examine attitudes of these groups toward the concept of "visible minority." The results of eight focus group sessions conducted with 48 black students indicated that while 90 percent of the students did consider themselves visible minorities, many nonetheless regarded the term as derogatory. In previous focus groups, only half of the students of Chinese origin considered themselves members of a visible minority group. More importantly, the characteristic that might make

America NE

This book contains nine case studies of collaboration in distance education. The case studies focus on such aspects of collaboration in distance education as the following: roles of individual institutional partners; importance of personal relationships; benefits of collaboration to individual partners; conflicts between collaboration and autonomy; and challenges in creating new agencies of collaboration. The following papers are included: "Foreword" (Anastasios Christodoulou); "Preface" (Louise Moran, Ian Mugridge); "Collaboration in Distance Education: An Introduction" (Louise Moran, Ian Mugridge); "Institutional Cultures and Their Impact: 'Laddered' Studies in Health Sciences in British Columbia" (John Bottomley); "Constructing a Master of Distance Education Programme: An Australian Collaboration in Programme Development and Teaching" (Jocelyn Calvert, Terry Evans, Bruce King); "Creating Self-Learning Materials for Off-Campus Studies: A Malaysian-Australian-Canadian Training Project" (Gajaraj Dhanarajan, Patrick Guiton); "The Way of the Future? Transfer Credit and Credit Banking" (Jane Brindley, Ross Paul); "The Toowoomba Accord: A Blueprint for Collaborative External Studies" (James H. Polhemus); "The Rise and Fall of a Consortium: The Story of the University of Mid-America" (Donald R. McNeil); "The Contact North Project: Collaborative Project Management in Ontario" (Marian Croft); and "Policies and Trends in Inter-Institutional Collaboration" (Louise Moran, Ian Mugridge). Contains 118 references. (MN)

ED 404 449 CE 073 355

Keegan, Desmond, Ed.
Theoretical Principles of Distance Education.
PUB DATE- 93
NOTE- 272p.; Routledge Studies in Distance Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Adult Education; Computer Uses in Education; *Distance Education; *Educational Philosophy; Educational Practices; *Educational Principles; Educational Quality; *Educational Technology; *Educational Theories; Educational Trends; *Theory Practice Relationship

This book contains the following papers examining the didactic, academic, analytic, philosophical, and technological underpinnings of distance education: "Introduction"; "Quality and Access in Distance Education: Theoretical Considerations" (D. Randy Garrison); "Theory of Transactional Distance" (Michael G. Moore); "Distance Education in a Postindustrial Society" (Otto Peters); "The Evolution of Theory in Distance Education" (Cheryl Amundsen); "Towards a Broader Conceptualization of Distance Education" (Chere C. Gibson); "What's Behind the Development of a Course on the Concept of Distance Education?" (Louise Sauve); "Reintegration of the Teaching Acts" (Desmond Keegan); "Matching Teaching Methods to Educational Aims in Distance Education" (John J. Sparkes); "Structural Analysis of Distance Education" (Benedetto Vertecchi); "The Education of Adults and Distance Education in Late Modernity" (Peter Jarvis); "Understanding Distance Education" (Erling Ljosa); "Distance Education: What Is It and Can It Have an Educational Future?" (Ted Nunan); "Theory and Practice in the Use of Technology in Distance Education" (Tony Bates); "A Theory of Distance Education for the Cyberspace Era" (Gary Boyd); and "Distance Training" (Tony Devlin). (MN) hearing before a subcommittee of the U.S. House of Representatives Committee on Veterans' Affairs. The testimony pertains to veterans' preferences in hiring in the federal government and problems veterans are having in being reemployed after stints of active duty or during reductions in force (RIFs) at federal agencies. Those testifying included members of the House of Representatives, representatives of veterans' organizations, and officials of the Clinton Administration. According to the House members and the representatives of veterans' organizations, veterans have been faring badly in applications for employment and in protection against RIFs because bureaucrats do not support veterans and do not follow the law. The legislators have proposed bills that would provide for redress for veterans hurt by bureaucrats' failure to follow the law of preference in hiring. Administration officials, however, pointed out statistics that show that hiring of veterans has increased greatly during the past several years and that veterans have fared much better than nonveterans during RIFs. (KC)

ED 404 469 CE 073 405

Rogers, Anne M.; And Others
Learning from Experience: A Cross-Case Comparison of School-to-Work Transition Reform Initiatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Career Education; Career Guidance; Case Studies; Comparative Analysis; Demonstration Programs; *Educational Change; Educational Cooperation; *Educational Practices; *Education Work Relationship; Financial Support; Global Approach; High Schools; Integrated Curriculum; Leadership; *Outcomes of Education; Partnerships in Education; Postsecondary Education; Professional Development; Program Design; Rural Education; Student Participation; Suburban Schools; Systems Approach; Theory Practice Relationship; Urban Education; *Vocational Education; Work Experience Programs

A cross-case study approach was used to determine how school-to-work reform affects clients and participants and to identify elements critical to the success of school-to-work systems. Fourteen school-to-work reform initiatives in communities across the United States were examined by using a research protocol that included individual interviews, focus groups, reviews of pertinent documents/materials, and observations of program activities. Among the various initiatives studied were career academies, statewide and regional systems, school-based enterprises, off-site workplaces, systems emphasizing career guidance, and systems emphasizing integration of academic and vocational study. The following were identified as critical elements of school-to-work reform: leadership from executives of educational systems; leadership from program deliverers (instructors, counselors); professional development for teachers and other staff; cross-sector collaboration; student self-determination; school-based curriculum and instruction; work-based learning strategies; integrated career information and guidance system; progressive system starting before grade 11; articulation with postsecondary institutions; creative financing; and application of research. It was recommended that additional research be conducted in the following areas:

was based on these basic characteristics of a technology education curriculum: negotiation, authenticity, focus, responsiveness, logistics, and expense. The planning team consisted of four industrial arts teachers, two from junior high schools and two from senior high schools. The main procedures were TLA development; TLA tryouts, assessment, and revision; consultant review of TLAs; and final revisions. The finalized TLAs were published in two volumes for junior high and senior high. Each volume contained a preface, list of developers, table of contents, directions, units, and glossary. Each unit consisted of a title, overview, and TLAs (two in each junior high unit and one in each senior high unit). Components of each TLA were as follows: title, teaching hours, grader, performance objectives, introduction, equipment and supplies, activity procedures, evaluation, instructional resources, other suggestions, references, and appendix. (Unit titles are listed. Contains 11 references. (YLB)

ED 404 487   CE 073 433

Siedow, Mary Dunn
Adventures in Collaboration: State Literacy Resource Centers.
PUB DATE- 31 Oct 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *Cooperative Programs; *Coordination; Educational Policy; Federal Legislation; *Literacy Education; Policy Formation; *Resource Centers; Staff Development; *State Programs; Statewide Planning; Technical Assistance
IDENTIFIERS- National Literacy Act 1991

Authorized by the National Literacy Act of 1991, state literacy resource centers (SLRCs) are charged with assisting local public and private nonprofit efforts to enhance literacy. SLRCs have developed innovative approaches to their mandate to stimulate the coordination of literacy services. They have encouraged government and industry partnerships, including partnerships with small businesses, private nonprofit organizations, and community-based organizations. They have also made innovative connections within and among states and with the federal government. For most SLRCs, the mandate to increase local capacity to delivery literacy services is a central focus. They encourage innovation and experimentation in literacy activities through extensive staff development efforts, technical assistance operations, and innovative activities. SLRCs promote the diffusion and adoption of state-of-the-art teaching methods, technologies, and program evaluations. Reciprocal efforts between the National Institute for Literacy (NIFL) and SLRCs advance customary resource center responsibilities to the level of cutting edge innovation. For SLRCs, the role of collecting and disseminating resources is central, and most maintain collections of instructional materials and teacher resource materials. The SLRC role in providing reciprocal linkage between the NIFL and literacy practitioners is most evident in the Literacy and Information aNd Communications System (LINCS). (YLB)

ED 404 488   CE 073 434

Project Tune-Up: A New Look at Project Prepare. Final Report. 1994-1995.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 427p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; *Adult Students; Aptitude Tests; Basic Skills; *Business Education; Business Skills; *College Entrance Examinations; College Preparation; English; Integrated Curriculum; Learning Activities; Literacy Education; Medical Vocabulary; Nurses; *Practical Nursing; Pretests Posttests; Program Development; Program Effectiveness; Spelling; Student Evaluation; Student Placement; *Test Coaching; Test Validity
IDENTIFIERS- 353 Project; Pennsylvania

This document includes a report on Project Tune-Up, which was conducted to update Project Prepare, a program to help Pennsylvania adult learners prepare for business school entrance examinations, the PSB Pennsylvania State Board - Aptitude for Practical Nursing examination, and college placement examinations. The report describes how the Project Prepare curricula were updated, revised, and pilot tested with 10 students who had completed the licensed practical nursing (LPN) program and were preparing to take the PSB test. The students were administered the simulated PSB test that was developed for Project Prepare and revised for Project Tune-Up. In the three test sections of the PSB reviewed, students' actual PSB scores showed an average decline of 3.8% from scores obtained on the simulated test, which was considered a typical difference in performance on simulated and actual tests. Following the final report is the Project Tune-Up study program, which contains the following: information about the Project Tune-Up study program and guidelines for using it; the simulated business school aptitude test, LPN examination, and college placement tests for mathematics and English; English, vocabulary, and spelling exercises to help students prepare for the examinations; and a 10-item bibliography. (MN)

ED 404 505   CE 073 462

Belcher, Greg; McCaslin, N. L.
Vocational Teachers' Attitudes toward, Knowledge of, and Use of National Skill Standards.
PUB DATE- Dec 96
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Qualifications; *Job Skills; Secondary Education; Secondary School Teachers; State Surveys; Student Evaluation; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *National Standards; Ohio

Ohio vocational education teachers' awareness of, attitudes toward, and use of national skill standards were examined through a survey of a proportional (by vocational program area) stratified random sample of 346 of Ohio's 3,499 secondary

Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This instructor guide and the corresponding student reference contain 10 lessons to enhance an Agricultural Science I course for grade 9. The lessons cover the following topics: introduction, psychology and handling, conformation and selection, genetics and reproduction, herd health, hoof care, nutrition, equipment and facilities, handling horses, and career opportunities. The instructor's guide contains the following: objectives, competencies, a teaching calendar, 23 references and resources, and a student competency profile, In the instructor's guide, each lesson includes an introduction, objective, study questions, references, teaching procedures, and an evaluation with answer key. Transparency masters, assignment sheets, and activity sheets are included as appropriate. The student reference consists of information sheets and illustrations for the lessons. (KC)

ED 404 524 CE 073 542

Rothenberger, Barbara; And Others
Floristry. Instructor Guide and Student Reference. Volume 28, Number 1 and Volume 28, Number 2.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Feb 96
NOTE- 379p.; Appendix B contains broken print and photocopied photographs which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agricultural Education; Botany; Competence; Competency Based Education; Course Content; Design; *Floriculture; High Schools; Job Skills; Learning Activities; *Plant Propagation; Recordkeeping; Teaching Guides; Teaching Methods; Vocational Education
IDENTIFIERS- Missouri

This instructor guide and the corresponding student reference contain 7 units that include 30 lessons for a course in floristry. The lessons topics are as follows: the floristry industry, plant identification, post-harvest handling, the mechanics of floral design, basic principles of floral design, construction of various types of designs, and shop operations. The instructor's guide contains the following: objectives, competencies, motivational techniques, teaching procedures, other activities, activity sheets, transparency masters, evaluations, answers to evaluations and activity sheets, references and teaching aids, materials and equipment lists, a teaching calendar, and a student competency profile. Five appendixes include forms for florist shop recordkeeping, information on the care of plants, and information on drying flowers and foliage. The student reference consists of information sheets and illustrations for the lessons. (KC)

ED 404 525 CE 073 544

Everett, Donna R.
Site-Seeing on the Information Superhighway. An Internet Guide for Marketing Educators.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary

help; (4) involving teachers in school improvement; (5) working with business to raise student performance; (6) using data for school improvement; (7) leadership from the district office; and (8) building strong connections with middle schools and postsecondary schools. (KC)

ED 404 542 CE 073 577

Townsend, Christine D.; Cummins, Richard L.
Enhanced Leadership Education: Integrating Real Time Community Issues with Leadership Skill Training.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Business Education; College Students; Decision Making; Engineering Education; Higher Education; Interpersonal Competence; *Leadership; *Leadership Training; Liberal Arts; Management Development; *Problem Solving; *Teamwork; Vocational Education
IDENTIFIERS- Texas A and M University

The Eisenhower Leadership Development Program at Texas A&M University was created to provide students with an academic perspective on the issues facing leaders, particularly in the areas of health policy, economic development, education, and technology and innovation. Based on the work provided by leadership researchers and educators, the program designers decided that a mainstay of the program was to place students in a work situation where the new paradigm of leadership was experienced. Students from the Colleges of Agriculture and Life Sciences, Business, Liberal Arts, and Engineering were selected by application to participate in the program. In teams, the students initiated the steps to solve real-time problems. Students met on a regular basis, were supervised by university professors and staff, received intensive instruction, and reported their problem analysis/solutions to the actual community agencies. The benefits and successes of the program were many. Working with multiple colleges within a large university allowed students to experience teaming with others different from themselves. The link with the community agencies was a way to involve colleges, universities, and schools with community development. The model's most significant attribute was the development of an instructional framework that combined learning about leadership with practicing leadership. (Author/YLB)

ED 404 543 CE 073 578

Crane, Eric C.; Dillon, Brenda M.
Focus Visits: A Process Improvement Model for Technical College Program Evaluation.
SPONS. AGENCY- Minnesota State Colleges and Universities System, St. Paul.; Minnesota State Dept. of Children, Families and Learning, St. Paul.
PUB DATE- Nov 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

industry. Advantages of inplant training include the following: more concrete and well-defined objectives; a good integration of theory and practice; use of the expertise and facilities of the sector/enterprise in the training process; quicker response to changes in technology; opportunity for enterprises to evaluate a worker's capabilities and aptitudes; increase in employee's versatility; major reorganization of training; help in development and expansion of the human resource base; and cost effectiveness. Weaknesses of inplant training are limited training output by firms; narrow firm-specific short-term training; and general low quality of unstructured inplant training. Jamaica has expanded the inplant training model through various types of interventions--The School-Leavers Training Opportunities Program; Apprenticeship Program; partnerships with industry; contractual training agreement with industry; and the Workforce Improvement Unit. (Contains 11 references.) (YLB)

ED 404 561 CE 073 614

Altman, Don
Digital Frontier Job & Opportunity Finder. Tomorrow's Opportunities Today.
PUB DATE- 96
NOTE- 245p.; Updated monthly on the World Wide Web (http://www.originalvision.com/updates.html)
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Advertising; Computer Attitudes; Computer Networks; *Computer Oriented Programs; Computers; Computer Software; *Demand Occupations; Electronic Publishing; *Employment Opportunities; *Employment Qualifications; *Futures (of Society); Information Systems; Information Technology; Marketing; Multimedia Materials; Occupational Information; Resources; Virtual Reality

This book describes the newest jobs for which people should train and prepare, as well as exploring where the United States is going as a country, a society, and a people. It is designed to help new job seekers as well as veteran workers find a place in the new wave of work, the "digital frontier." The book is organized in two sections. Section I gives an overview of the digital frontier and the major industries that comprise it. Each chapter covers jobs and opportunities within the following industries: software and information services, hardware, online and communications services, creative services, advertising and marketing, and virtual reality. Section II consists of a Networking Resource Guide, which contains career and opportunity-specific information, such as contact information for associations, trade shows, conferences, publications, and training specific to an industry. The two sections are designed to work together: the seven chapters of the section I link directly to the seven resource chapters of the same names in section II. (KC)

ED 404 562 CE 073 620

Office of Vocational and Adult Education Fact Sheets.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

your heart; 3) Focus on the journey; 4) Stay learning; and 5) Be an ally. Each of these messages is briefly described in this digest. Change, in the form of technological, economic, social, and personal developments, occurs continuously and those who recognize and value their own fluidity will better adapt to their changing environment. These ongoing changes make stable guideposts all the more important and one's heart (values, beliefs, and interests) can serve as a constant and as a guide. Likewise, many people tend to focus on occupational destinations, rather than the journey. Since continual change undermines occupational predictions, persons must learn to enjoy the process and find fulfillment in all their decisions. One way to do this is to become a lifelong learner so that change and novelty will not seem so threatening. Finally, many people do not feel part of a community. They need to realize that the labor market is represented by those around them and that they should ask for help when a need arises. These actions should help individuals realize their life's goals. (RJM)

ED 404 581   CG 027 032

Magnusson, Kris
Five Processes of Career Planning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Counseling; Career Development; *Career Planning; *Careers; Concept Formation; Counseling Techniques; Counselor Role; Models; Self Actualization
IDENTIFIERS- *Career Decisions; ERIC Digests

The context in which career decisions are made is dynamic--occupations are changing rapidly and society is becoming increasingly complex. This digest describes a model that uses five processes which are critical to effective career planning: initiation, exploration, decision making, preparation, and implementation. The first process, initiation, addresses three core issues: (1) establishing an effective counseling relationship; (2) determining current motivation for career planning; and (3) building relevance for career planning. Attending to these issues should increase client awareness of the career planning process. Exploration helps clients discover ways to implement aspects of their vision while also attending to issues of meaning and personal context. Decision making, on the other hand, has one dominant issue: How to select the most appropriate option from the range of available alternatives. Uncertainty is a major obstacle to career planning and clients must learn to trust their intuition to guide them. Preparation focuses on planning the specific steps required to implement the choices made earlier and requires developing an action plan and prerequisite skills and resources. Finally, implementation entails the client carrying out the action plan. Groups that have used this model report a new-found focus as they considered career moves. (RJM)

ED 404 582   CG 027 033

Amundson, Norm
A Centric Career Counseling Model. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

Disclosure (Individuals); *Standards; Supervision
IDENTIFIERS- Group Facilitation; *Group Leaders

Group counseling presents counselors with an increasing complexity of issues. This collection of papers addresses a range of current issues and perspectives for group counselors. The first article examines self disclosure, particularly the effects of counselor self-disclosure on the therapeutic relationship in group counseling. Clinical supervision of group counselors is outlined next, with a discussion of standards of supervisory practice, ethical and professional issues, and projections for accountability of group counselors. A personal perspective is presented in the following article, in which a practitioner's experience as an African-American co-facilitator of a predominantly white group is used to identify and discuss issues for non-majorities who facilitate such groups. Group work in the treatment of bulimia nervosa is explored next, along with a review of the literature and an overview of the various approaches to the application of group work with bulimics. This is followed by an exploration of the use of cultural identity group counseling with Native Americans college students, featuring an overview of group personality as applied to this population. The final piece examines the use of group interventions as an effective way of addressing the specific needs of Hispanic youth in cultural transition. (RJM)

ED 404 600 CG 027 500

Burke, Mary Thomas, Ed.; Miranti, Judith G., Ed.
Counseling: The Spiritual Dimension.
PUB DATE- 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Beliefs; *Counseling Techniques; *Counseling Theories; Counselor Attitudes; Counselor Client Relationship; Cultural Awareness; Death; Religion; *Religious Factors; *Therapy
IDENTIFIERS- *Spiritual Health; *Spirituality; Spiritual Well Being

Although spirituality is gaining increased interest in counseling, counselors are reluctant to incorporate the spiritual dimension into their practice. This text explores spirituality in counseling so as to encourage counselors to consider their own spirituality and to facilitate the enhancement of spiritual wellness for their clients. The chapters present a balance of practical and theoretical concerns. Some of the theoretical issues covered here include the interplay of spirituality, religion, and counseling; theories behind spiritual wellness; the cross-cultural issues presented by religious values; approaching clients of different religious background; the spiritual and ethical beliefs of humanists; the spiritual journey; and observers' perceptions of how one counselor handled religious issues. Articles which explore some of the more practical concerns in counseling examine feminist therapy; the spiritual journey of gays and lesbians; interreligious group encounters; views held by counselors and clergy about depressive religious ideation; multicultural awareness of religious beliefs and practices; the spiritual needs of the dying; and the counselor's role in right-to-die decisions. It is hoped that the information here will be useful to neophytes, researchers, and practitioners. Practitioners should also be challenged to explore their own

Learning Motivation; Learning Processes; Learning Strategies; Lifelong Learning; *Literacy; *Student Development
IDENTIFIERS- *Learner Centered Instruction; Learning across the Curriculum; *Learning Environments

Designed for teachers of kindergarten through grade 6, this book contains practical and innovative ideas on fostering literacy generated from discussions with teachers from the United States and Canada, visits to their classrooms, and observations of their interactions with students. The book addresses all levels of learner-centered literacy instruction. It offers creative ways to design a literate environment, orchestrate student interaction, develop fluency, nurture lifelong learners, and assess student growth. All of the activities and strategies in the book are organized by difficulty level--simple things to do, things that take effort, and things for the committed--and include research-based background information, helpful hints and facts, and easy-to-follow instructions. While most of the ideas in the book readily lend themselves to a language arts curriculum, they can all be easily adapted for use across the curriculum. Contains a 28-item resource list. (CR)

ED 404 620 CS 012 716

Leonhardt, Mary
Keeping Kids Reading: How To Raise Avid Readers in the Video Age.
PUB DATE- 96
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Adolescent Literature; Childhood Interests; Child Rearing; Childrens Literature; Elementary Secondary Education; *Literary Genres; *Parent Participation; *Reading Attitudes; *Reading Habits; Reading Material Selection; *Reading Motivation; *Recreational Reading
IDENTIFIERS- Information Books; *Lifelong Readers

This book aims to show parents how to instill the love of reading in their children and how to nurture that love throughout their lives, even in the face of television, video, and computer entertainment. The book is based on the concept of "reading pathways," developed after more than 20 years of classroom observation and interviews. It is realized that very often kids follow consistent trajectories as readers. For example, boys who love science fiction and fantasy often mature into lovers of history and political books, while girls who read Sweet Valley High books often come to love classic authors like the Brontes, perhaps passing through a horror-fiction phase on the way. If parents can recognize these patterns, and can use "reading hooks" to appeal to their children's individual tastes, they can help move them along the path to a lifelong love of reading. The book includes a special chapter that answers some of the most common reading questions voiced by parents and teachers--including how to handle school and homework problems--and concludes with conversations with teenage readers and a list of favorite books cited by avid readers. (NKA)

ED 404 621 CS 012 717

Boone, Robert S.

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Inquiry; *Nonfiction; *Reading Materials; Reading Material Selection; Reading Skills; Research Skills
IDENTIFIERS- Graphic Organizers; *Information Books; *Trade Books

Suggesting that now is the time to begin developing the skills and strategies to handle the wealth of information available, this booklet shows teachers how to use a variety of nonfiction trade books to help students in grades 1-6 question, acquire, and use information. The booklet's introductory section describes nonfiction trade books' additional benefits, including promoting discovery, broadening students' background knowledge and interests, encouraging authentic learning, and building critical reading skills. Additional sections of the booklet address criteria for selecting nonfiction trade books; easy ways to use nonfiction books in the classroom; using graphic organizers with nonfiction trade books; inquiry, investigation, an research skills; and activities and projects. Contains four reproducible blackline masters and a 7-item bibliography of professional books for using nonfiction effectively. (RS)

ED 404 641 CS 215 732

Cookman, Joyce McMahan, Ed.
The Write Partner: Senior Partners in Education, January-December 1996.
PUB DATE- Mar 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Children; Elementary Secondary Education; Field Trips; Freehand Drawing; Holidays; *Intergenerational Programs; *Interpersonal Communication; Language Attitudes; *Letters (Correspondence); Older Adults; Program Descriptions; *Student Motivation
IDENTIFIERS- *Intergenerational Transmission; Writing Contexts

This collection of 10 "Write Partner" newsletters presents articles and other materials that help seniors ("Senior Partners") to use their experience and good will to write to children ("Junior Partners") and to assure the children of their intrinsic value and encourage them to learn and succeed. Each issue in the collection presents a thematic article (on such issues as the seasons, holidays, love of language, freehand drawing, and field trips), sample letters from Senior Partners to children, descriptions of "Very Important Partners," book reviews, and word games that Senior Partners can exchange with their Junior Partners. (RS)

ED 404 642 CS 215 733

Cherin, Patricia
Under the Dark Sycamore.
PUB DATE- Mar 94
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

the research process. The manual aims to "spread the word" about the I-Search and how to teach it. The manual can serve as a guide through the steps that have been developed in adapting the process (originally elaborated for freshman composition students) to the K-12 level. Noting that many of the steps in this I-Search adaptation derive from a qualitative research study set up to investigate the results of a high school I-Search unit, the manual reports that this research evidenced significant improvement in student research and writing abilities. Following a preface, chapters in the manual are, as follows: (1) Writing/Research Connections; (2) What Is the I-Search Paper?; (3) Starting the Process; (4) Narrowing the Topic; (5) Using Information; (6) Presentation and Assessment of Process and Product; (7) I-Search Management Strategies; (8) Inservice Training; (9) Connections to Information Literacy; and (10) Summary. Appendixes include material on collaboration through conferencing; reading textbooks and articles using SQ3R; and sample student papers. An annotated bibliography concludes the manual. (NKA)

ED 404 661   CS 215 755

Dyson, Anne Haas; And Others
What Difference Does Difference Make? Teacher Reflections on Diversity, Literacy, and the Urban Primary School.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Elementary Schools; *Elementary School Teachers; Language Arts; *Literacy; Multicultural Education; Primary Education; *Student Needs; Teacher Role; Teacher Student Relationship; *Urban Education; Urban Environment; *Urban Teaching; Urban Youth
IDENTIFIERS- California (Oakland); Conversation; *Diversity (Student); Educational Issues; *Teaching Perspectives

This book reports on conversations in which elementary schoolteachers--who have taught in urban settings for an average of 20 years each--reflect on their professional work. The conversations in the book testify to the teachers' ability to engage young people in active learning--and their stories of teaching and learning verify that difference does make a difference. The conversations in the book explore issues related to teaching children from diverse backgrounds--the multiethnic teachers from the East Bay area of San Francisco met regularly to discuss educational questions. Throughout the book, comments and observations are shared about students, classroom dynamics, schools, and the larger community. In addition, many of the book's chapters conclude with a series of questions designed to guide readers in their own reflections on teaching and learning as well as annotated lists of books, articles, and other helpful resources. According to the book, socioeconomic and language constraints, as well as those institutionally imposed in the form of behavioral labels and standardized tests, do not have to keep children from making great strides in their literacy education. The book concludes with an extension of the teachers' conversations by inviting some academicians to comment on the central concern expressed in the book's title. (NKA)

ED 404 662   CS 215 756

conducted to study the relationship between Chicanos/Chicanas and HIV contraction. Even fewer projects have examined the above relationship with respect to Chicana/Latina women. A study explored the relationship between HIV awareness information and young Chicana/Latina populations. The model tested was used as a part of a retreat and conference for young Chicanas/Latinas, at which two co-founders, nine mature women, and nine young women were presented. If the model is successful, then the data should show an increase of AIDS awareness information. Data were collected at 3 intervals: immediately before the workshop, immediately after the workshop, and 4 months after the workshop. The pattern of these data is geometric--subjects' knowledge showed a statistically significant increase immediately after the workshop and levels of knowledge were maintained 4 months after the conclusion of the workshop. An alternative model which focuses on the source, barriers that need to be overcome, and strategies that can be employed to assist in educating young, Chicana/Latina women on HIV and AIDS awareness is suggested. Given the proposed model, the gap between AIDS information and behavioral changes can be bridged. (Contains 11 references.) (Author/CR)

ED 404 682   CS 509 432

Voight, Phillip A.
Optimizing Student Research: Forming Partnerships with Undergraduate Honors Research Programs.
PUB DATE- 25 Nov 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conferences; *Debate; Higher Education; Portfolios (Background Materials); *Research Opportunities; Scholarships; *Student Research; *Undergraduate Students; *Undergraduate Study; Writing for Publication
IDENTIFIERS- *Research Suggestions

Encouraging debaters to participate in undergraduate research enhances the quality of their undergraduate experience, increases debate student recruitment and retention, and favorably publicizes the benefits of training in forensics. The process of encouraging debaters to participate in undergraduate research does not come naturally, and must be formally integrated into squad practices and procedures. Three suggested methods are: (1) changing squad ethos from competition to skill development; (2) codifying squad evidence citation practices; and (3) promoting scholarly and field-related research. There are literally hundreds of undergraduate research opportunities available. Several major undergraduate research conferences exist, including the National Conference on Undergraduate Research, Undergraduate Communication Honors Forum, DePauw National Undergraduate Honors Conference; National Student Success Conference, and the Mid-Continent Undergraduate Student Research Conference and Competition. Throughout their undergraduate careers, debaters should be encouraged to create a portfolio that contains copies of their research projects, writing samples, a list of debate awards they have received, narrative statements that summarize their academic and personal experiences, transcripts of their academic records, and an updated resume. The final stage in the undergraduate research process is revising and submitting students papers for

The degree of incivility varies, but there seems to be general agreement that it is on the rise on college campuses across the country. A number of key elements are involved in the communication aspects of civility: a lack of respect for another human being; name calling and dehumanization; disqualification from dialogue; threats and incitation; examples of incivility on television/radio; and politics. "Hate incidents" related to racist, sexist, and homophobic attitudes are occurring with increasing frequency. Campus incivility also involves intolerant radical religious groups, as well as just plain bad manners. At Messiah College, a Christian college in Pennsylvania, where most students come from middle-class religiously conservative homes, the college president suggested that a weekly student newspaper invite public engagement on issues. Although editorial policies warned that civil and responsible use of words was expected, many letters contained all of the earlier listed types of incivilities. To address incivility in the classroom, communication faculty added wording to goals for the required general education communication courses (Introduction to Public Communication; Introduction to Relational Communication). Specific pedagogical strategies address epistemological humility: civil language, inclusive attitudes, and consideration for the feelings of others. Teaching the language of disagreement, which should be mostly the language of respectful listening; discussion of controversial subjects; and critiquing negative media models by role playing are methods of addressing the problem of thoughtlessness. Communication teachers must also teach and model respect and understanding. (Contains 52 references.) (CR)

ED 404 702   CS 509 453

Ranney, Arthur L.; Morris, Betty Zane
The Communication Seminar and Career Strategies: Learning by Doing.
PUB DATE- Nov 96
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; Higher Education; *Internship Programs; *Interpersonal Communication; Job Applicants; Job Search Methods; *Seminars; Student Attitudes; *Student Development
IDENTIFIERS- *Preemployment Courses; *Shorter College GA

An internship and a Junior Communication Seminar help prepare students for gainful employment at Shorter College in Rome, Georgia. The second-semester seminar focuses on job-hunting strategies to help students in the search for the required internship and for future employment. A significant portion of the course is devoted to students' dialogue with each other and with instructors to allow them to find a style of selling themselves that is comfortable and effective. Shorter College is a small school, with 752 students enrolled on the main campus (66% female; 61% Baptist; 89.4% Caucasian; and 88.2% state residents), and many students' worldviews are typically Southern, female, and religious. The course meets once a week for a semester-hour of credit and includes: a trip to the library; discussing job-hunting strategies; 7-minute reports; resumes; and mock interviews. Students receive individualized assistance from faculty to search for their summer internships.

among school administrators. This journal presents a series of articles based on interviews with experts. After an introduction, the first article is "Whose Knowledge Do We Teach?" (Anne Turnbough Lockwood). In it Michael W. Apple, the distinguished scholar of textbooks, describes the typical adoption practices in adoption states and explains how those states' processes influence not only the selection practices in other states, but the content of textbooks as well. Apple asks whose knowledge should be taught and calls for fundamental systemic change before textbooks will improve. He also unravels the complicated politics that often exist within adoption states and explains how they affect the content of textbooks, pointing out that the least satisfied educational consumer will probably be the educator in an innercity who is working with a multicultural population. The second article, "The DeFacto Curriculum" (Anne Turnbaugh Lockwood) discusses P. Kenneth Komoski, the Executive Director and founder of the Educational Products Information Exchange Institute, who believes that the key to improving textbooks can be found in taking action to improve their instructional effectiveness--a point that he argues is seldom considered by publishers. The third article, "Political Debates, Classroom Realities" (Anne Turnbaugh Lockwood), discusses Jules Levine, a principal from New York City's Seward Park High School, who explains the realities of textbook selection in a nonadoption state and describes how those practices affect the strongly multicultural and bilingual population of his school. The issue concludes with, "Commentary" (Richard A. Rossmiller). (KDP)

ED 404 722   EA 025 976

Better Schools: Resource Materials for School Heads, Modules 1-7.
PUB DATE- 93
NOTE- 444p.; The modules were prepared under the Training and Support Programme for School Heads in Africa supported by Ministries of Education in Africa, the Commonwealth Secretariat, UNESCO (United Nations Educational, Scientific and Cultural Organization), SIDA (Swedish International Development Authority), and GTZ (German Agency for Technical Co-operation).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Curriculum Design; *Developing Nations; Educational Administration; Educational Finance; Educational Resources; Elementary Secondary Education; Foreign Countries; Governance; Institutional Evaluation; *Leadership; Personnel Management; *Principals; *Professional Development
IDENTIFIERS- *Africa

Principals are in the front line of battle to create an environment for quality education. However, school heads in Africa work under the most difficult conditions, and are often not well prepared for the tasks they must undertake. This series of seven modules was designed to provide school heads with a source of practical ideas about how to become managers of better schools. The modules were designed to be used in any English-speaking education system in Africa; country-specific versions may be available for some systems. The modules were drafted by seven Ministries of Education in Africa (Botswana, Ghana, Kenya, Namibia, Nigeria, Uganda, and Zimbabwe) assisted by a further four (Ethiopia, Sierra Leone, Tanzania, and

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Administrator Role; *American Indian Culture; American Indians; *Cultural Awareness; Cultural Differences; Cultural Images; *Cultural Pluralism; *Educational Administration; Elementary Secondary Education; Higher Education

The growing diversity of school populations demands that administrators possess not only an understanding of the role of culture in creating school climate, but also the skills and desire to apply that knowledge. In addition, there is a need to increase the number of American Indian role models in teaching and educational administration. This paper explores the meanings of culture and world view and their role in creating climate, examines the roles of administrators as cultural mediators, and presents information on programs for American Indians in teaching and educational administration. The paper synthesizes information about educators' personal experiences and research on available programs and offers recommendations for developing preparatory programs that focus on utilizing cultural knowledge to enhance administrator effectiveness. (Contains 20 references.) (LMI)

ED 404 744 EA 028 243

State of the Union Address, 1997. Remarks by the President in State of the Union Address.
PUB DATE- 4 Feb 97
NOTE- 13p.; Downloaded from White House internet site http://www.whiteho...7/index-plain.htm
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charter Schools; Early Childhood Education; *Educational Objectives; Elementary Secondary Education; *Federal Government; Higher Education; Lifelong Learning; *Literacy; *National Programs; *Standards; Tax Credits

This document contains the text of President Clinton's State of the Union Address, delivered on February 4, 1997. The President issues a call to action to work together to prepare America for the twenty-first century. The United States must attend to the unfinished business of balancing the budget, enacting bipartisan campaign-finance reform, and moving 2 million people from welfare to work by the year 2000. Clinton's first priority is to ensure that all Americans have the best education in the world. Every 8-year-old must be able to read; every 12-year-old must be able to log onto the Internet; and every 18-year-old must be able to go to college; and every adult must be able to keep on learning for a lifetime. The Clinton Administration has a plan, A Call to Action for American Education, based on the following 10 principles: (1) national standards; (2) nationally accepted teaching credentials; (3) increased child literacy; (4) a commitment to early childhood learning; (5) charter-school development; (6) character education; (7) money for new school construction; (8) tax credits and deductions for 2 years of college education; (9) lifelong learning; and (10) educational technology. Other issues, not pertaining to education, include funding for AIDS research, health care, community policing, crime detention and prevention, drugs, empowerment zones, the environment, national citizen service, education must go forward. References accompany each chapter. Appendices contain financial data and statistics as of December 1996; an index is included. (LMI)

ED 404 764   EA 028 277

Valhouli, James N.
The Senior Year in the High School Curriculum.
PUB DATE- Apr 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Educational Innovation; *Grade 12; *High Schools; Integrated Activities; Interdisciplinary Approach; Nontraditional Education; Portfolio Assessment; *Private Schools; Program Effectiveness; Secondary School Curriculum; *Student Evaluation; Unified Studies Curriculum

What does a student achieve and learn by the time he or she graduates from high school? How are various schools educating and evaluating students in their final year of school? Interdisciplinary senior courses at Phillips Exeter Academy encourage students to exercise their analytical, interpretative, and decision-making skills; to define their own values; and to utilize their logical and rhetorical skills. However, these courses are electives. This paper describes the programs of eight private schools, with a focus on the structure of their senior-year curricula and assessments. The paper also describes a model for modifying the senior-year curriculum, which is developed around a unifying center. Senior-year programs at the following schools are highlighted: Trinity School, Phillips Exeter Academy, Riverdale Country School, Dwight-Englewood School, and Central Park East Secondary Schools (all in New York City, New York); Crossroads School (Los Angeles, California); Peddie School (New Jersey); and Punahou School (Honolulu, Hawaii). Two figures, a glossary, and a guiding definition of portfolios are included. (LMI)

ED 404 765   EA 028 281

Hooge, Edith
Values, Increasing Autonomy and Managing the Primary School.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Educational Change; Elementary Education; Foreign Countries; *Institutional Autonomy; Interprofessional Relationship; Leadership; *Role Conflict; Role Perception; *School Based Management
IDENTIFIERS- *Netherlands

Since 1988, education deregulation policies in the Netherlands have granted more autonomy to schools. This paper presents findings of a study that analyzed the changing role of school managers that has resulted from such policies. The study identified underlying values in the attitudes of school leaders toward their changing roles as managers of more autonomous

*Health Maintenance Organizations; *Health Services; *Mental Health Programs; State Programs; Vocabulary

This guide is designed to assist family organizations and advocates of children with mental, emotional, or behavior disorders in asking the right questions at the right time during the development of their state's publicly funded managed behavioral health care plans. The first section provides an overview of managed care, including information on how managed care plans operate and how managed care works in the public sector. The second section of the guide provides strategies for family advocates. Specific recommendations are listed under three strategies: 1) be at the table; 2) use materials wisely; and 3) raise critical issues. A detailed glossary of terms used in managed care is provided. A list of relevant reading materials is also included. An appendix provides handouts that can be copied, including an explanation of why special attention needs to be given to designing the system to meet the needs of children and youth, a statement of principles of care for children with serious emotional disturbance, and a statement of principles of family involvement in the development and operation of managed health and mental health care systems. (CR)

ED 404 784 EC 305 268

Personalized Pediatric Coordinated Services (PPCS): A Family-Centered Model of Coordinated Services for Young Children with Chronic Illness and Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Chronic Illness; Community Programs; Consultation Programs; Cooperative Programs; Coordination; *Delivery Systems; *Disabilities; Early Intervention; Family Involvement; Family Needs; *Family Programs; Health Services; Home Programs; Integrated Services; Models; Parent Attitudes; Respite Care; Satisfaction; Technical Assistance; Training; Young Children

This report describes a model designed to provide family-centered, community-based coordinated services for families and their children with chronic health care needs. The model, which was implemented to serve 208 children over a 5-year period, is based on three key concepts: families should have the choice to receive services in their homes and communities instead of hospitals and/or long term care facilities; keeping children in acute care or specialty hospitals or long term care facilities is more costly; and principles of family-centered care must be incorporated into a model of coordinated services for children with chronic health care needs. Components of the model include family-centered service coordination, specialized respite care, and community development through training and consultation. Functions of the project design include: demonstration and validation of the model; training; administration and management; dissemination, replication, and impact; and evaluation and research. The report includes a description of the participants, barriers to program implementation, the accomplishments and impact of the program, dissemination activities, and charts and summaries of replication accomplishments. The results of a family satisfaction survey

*Educational Assessment; Educational Change; Educational Policy; Educational Practices; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Outcomes of Education; Policy Formation; State Standards; *Student Participation
IDENTIFIERS- Testing Accommodations (Disabilities)

This report evaluates the degree to which current assessment practices and programs include students with disabilities. It notes the difficulty of accurately determining the participation of students with disabilities in large-scale assessment programs due to a lack of data, differing definitions of eligible testing populations, and the misalignment of data collection efforts and data management responsibilities. Specific recommendations are provided for both policymakers and local practitioners and administrators. These include identifying students with disabilities in statewide assessment programs; standardizing procedures for calculating participation rates; improving communication between state special education and assessment offices; asking good questions about state and district assessment practices; helping parents understand the importance of participating in assessment programs; and evaluating current district and state policies on participation and accommodations in assessment programs. (DB)

ED 404 802 EC 305 320

Thurlow, Martha; And Others
Questions and Answers: Tough Questions about Accountability Systems and Students with Disabilities. Synthesis Report 24.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Data Collection; *Disabilities; *Educational Assessment; Educational Policy; Educational Practices; Elementary Secondary Education; Inclusive Schools; Standards; Student Evaluation; *Student Participation
IDENTIFIERS- *Testing Accommodations (Disabilities)

This report uses a question-and-answer format to address questions raised by parents, educators, and community members concerning accountability and inclusion of students with disabilities in educational assessment programs. The philosophy underlying the inclusion of all students in educational accountability systems is based on three assumptions: that all students can learn; that schools are responsible for measuring the progress of learners; and that the learning progress of all students should be measured. The 37 questions and responses are grouped under four topics, which include participation, accommodations, reporting, and implementation. The questions address such issues as why students with disabilities should take the same test as other students; whether it is fair for students with disabilities to use special accommodations for testing; whether such testing is excessive; and whether test results of students with disabilities should be reported together with or separate from the results of general education students. Questions are answered using empirical data when available, and best practice recommendations are offered. (DB)

ED 404 803 EC 305 321

ED 404 820 EC 305 338

Training Educators To Work with Students Who Are Blind or Visually Impaired. Policy Forum Report. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 21 Jan 97
NOTE- 132p.; Report of a policy forum convened on September 18-20, 1996 in Alexandria, VA. Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blindness; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Long Range Planning; Low Incidence Disabilities; Models; Multiple Disabilities; Partial Vision; *Preservice Teacher Education; *Special Education Teachers; Staff Development; Teacher Supply and Demand; *Visual Impairments

This document reports on the purpose, design, implementation, and outcomes of a policy forum entitled "Training Educators To Work with Students Who Are Blind or Visually Impaired." Participants included representatives of universities, public schools, schools for the blind, organizations that work with this population, state departments of education, Regional Resource Centers, parent organizations, and the U.S. Department of Education's Office of Special Education Programs. Discussions at the policy forum focused on issues related to preservice and inservice training for staff, especially ways in which training programs could be supported and strengthened. Preliminary action plans to address needs in these areas at the local, state, and federal/national levels were developed. Most of the document consists of four appendices: (1) a list of forum participants; (2) background materials for the policy forum; (3) forum handouts; and (4) the forum agenda. The background materials include the following articles: "Low-Incidence Special Education Teacher Preparation: A Supply and Capacity Pilot Study" (Mack L. Bowen and Patricia H. Klass); "The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities" (Anne L. Corn et al.); "Higher Education Programs for Personnel Preparation in Visual Impairments/Blindness in the United States"; and "Teacher Educators and the Future of Personnel Preparation Programs for Serving Students with Visual Impairments" (R. K. Silberman et al.). Forum handouts include "What We Know about Teacher Preparation Programs in Blindness and Visual Impairments" (Anne Corn et al.) and "A Paradigm Shift in Staff Development" (Dennis Sparks). (Individual background materials contain references.) (DB)

ED 404 821 EC 305 339

Tapper, Marie-Louise; Michelsson, Katarina
ADHD in Finland and Types of Scandinavian Cooperation.
PUB DATE- Nov 96
NOTE- 10p.; Paper presented at the Annual International Conference of CH.A.D.D. (Children and Adults with Attention Deficit Disorder) "The Changing Face of ADD: Challenges and Opportunities" (8th, Chicago, IL, November 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Development; Behavior Problems; *Child Development; Child Rearing; Daily Living Skills; Developmental Stages; Early Childhood Education; Early Intervention; Educational Legislation; Etiology; Family Life; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; *Language Acquisition; Low Vision Aids; Motor Development; *Perceptual Motor Learning; Sensory Integration; Skill Development; Social Behavior; Student Rights; Teaching Methods; *Visual Impairments; Visually Impaired Mobility

This handbook provides an overview of the development of young children with visual impairments and their educational needs. The first three chapters outline the developmental path followed by sighted children and contrast this with the lives of children who are visually impaired, introduce the professionals who commonly work with children who are visually impaired, and discuss the medical conditions that cause blindness and visual impairments. Chapter 4 examines the social and interpersonal complexities that arise in a family's life when their child is diagnosed with a visual impairment. Chapter 5 offers suggestions on how problem behavior in the classroom can be addressed and outlines steps to provide norms of social behavior. The next three chapters deal with more technical aspects of childhood development including speech and language acquisition, sensorimotor integration, and motor development. Chapter 9 discusses orientation and mobility skill development, and Chapter 10 focuses on self-help skills with suggestions for enhancing independence. The final chapter defines the educational rights of children with impairments as defined by federal legislation. Examples of an individualized education program and individualized family service plan are included. An appendix includes descriptions of materials and devices for young children with limited vision. Each chapter contains references. (CR)

ED 404 839 EC 305 439

Chen, Deborah; Dote-Kwan, Jamie
Starting Points: Instructional Practices for Young Children Whose Multiple Disabilities Include Visual Impairment.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Communication Skills; *Daily Living Skills; Early Childhood Education; Educational Strategies; *Instructional Development; Interpersonal Communication; *Multiple Disabilities; Occupational Therapy; Regular and Special Education Relationship; Staff Role; Student Needs; Teacher Collaboration; Teaching Methods; *Visual Impairments; Visually Impaired Mobility; *Young Children

This handbook provides basic information on the needs of young children (ages 3-8) whose multiple disabilities include visual impairments. Chapters address: (1) common disabilities associated with visual impairment, the primary educational needs of these children, and the complexity involved in teaching them; (2) the need for clearly defined program philosophies, goals, and practices to promote meaningful learning opportunities, including meeting exceptional learning needs, involving the child as an active learner, and integrating objectives from various disciplines; (3) procedures

Although the concepts of humor and laughter are often intertwined, not all laughter is humorous, nor does every humorous event evoke laughter. Furthermore, cross-cultural difference can contribute to misinterpretation of laughter in certain situations. A powerful conversational force, laughter demands recognition by transcending traditional turn-taking boundaries and producing much overlap, while often concluding as a shared achievement between participants. Also considered is the relationship between laughter and the notion of face. The mutual vulnerability of face entices most people to cooperate with each other in interaction. Because there is a tendency to defend one's own face when threatened, it is advantageous to maintain another's face. Because laughter can intensify or diminish the force of a face-threatening action, the dynamics of an interaction must be carefully considered when assessing face. Excerpts from a Dominican Spanish conversation involving several native speakers and a non-native speaker are analyzed and classified using a newly-developed typology. Examples clearly demonstrate that laughter has multiple faces that are subject to interpretation based on context and the relationship between the parties involved. (Author/MSE)

ED 404 860   FL 024 421

Boyle, Erlinda R.
Negotiated Syllabus in EAP Business English Courses.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (21st, Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Business Communication; College Faculty; *Course Content; Curriculum Design; *English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; Peer Relationship; Second Language Instruction; Teacher Student Relationship
IDENTIFIERS- *Chinese University of Hong Kong

Negotiation of syllabus design and content in college-level business English is discussed, looking at three types: negotiation between teachers of business English, between teachers and students of business English, and between business English and content-area business teachers. Examples of practice from the Chinese University of Hong Kong are cited. It is argued that of the three types, agreement is most easily achieved between the business English teachers and the content-based teachers. Negotiation between business English teachers, while seemingly least problematic, may arise from conflicts in teaching experience, personalities, and preferred materials and methodologies. Negotiation between teachers and students is criticized by some because students may not always know what they need to learn; others feel it may enhance students' sense of involvement and personal development. A survey of 189 students in the Chinese University of Hong Kong's English Language Teaching Unit revealed some commonalities and some surprises in course content preferences. The top first three choices of the students in terms of perceived usefulness to them were job interviews, presentation skills, and writing application letters. Some surprising results among the items given lower rank-ordering were the rank order given to

It is argued that in general, "thank you" expressions are used to express appreciation of benefits and to enhance rapport between interlocutors, and that this basic use is extended to the functions of conversational opening, changing, stopping, closing, leave-taking, and offering positive reinforcement. A further use is to express dissatisfaction or discomfort indirectly, often using sarcasm and often with differential intonation. Six types of response to the use of "thank you" are identified (acceptance, denial, reciprocity, comment, nonverbal gesture, no response), the choice of which is determined by factors such as relationship of the interlocutors and communicative intent. Examples of each are offered. Contains 13 references. (MSE)

ED 404 880 FL 024 449

Genesee, Fred; Upshur, John A.
Classroom-Based Evaluation in Second Language Education. Cambridge Language Education Series.
PUB DATE- 96
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Observation Techniques; *Classroom Techniques; Dialog Journals; *Evaluation Methods; Interviews; *Language Tests; Portfolio Assessment; Questionnaires; Second Language Instruction; *Second Languages; *Student Evaluation; Test Format; Testing; Test Use
IDENTIFIERS- *Alternative Assessment

The guide is designed to assist second language teachers in developing and conducting reliable and valid assessments in their classrooms. A wide range of formal and informal evaluation techniques is discussed, including a number of alternative approaches. An introductory chapter gives an overview of the uses and aims of evaluation and previews the guide's content. The remainder of the guide is in three parts. The first describes the context of second language evaluation, outlines the authors' approach to evaluation, and discusses theoretical and practical principles for collecting information to be used in evaluation. The second part describes how to collect information using various alternative methods: observation; conferences and portfolios; and dialogue journals, questionnaires, and interviews. The third part looks at the construction of language tests and specific test types, including objectives-based, criterion-referenced, standardized, and open- and closed-ended. Issues discussed include choosing and devising test tasks, assembling and scoring tests, and interpreting test scores. A final, summary chapter provides a quick guide to testing choices and decision-making. (MSE)

ED 404 881 FL 024 450

Coady, James, Ed.; Huckin, Thomas, Ed.
Second Language Vocabulary Acquisition. The Cambridge Applied Linguistics Series.
PUB DATE- 97
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Class Activities; Classroom Techniques; Difficulty Level; Educational History; Educational

black students visible--color--was seen as only one component of an identity that includes culture and origin. Overall, although black students supported equity measures for visible minorities and women, when confronted with a situation in which class obviously confers disadvantage, support for hiring based on visible minority and gender status alone was weakened substantially. (MDM)

ED 404 900   HE 029 904

Grayson, J. Paul
A Characterization of Areas of Racial Tension among First Year Students: A Focus Group Follow-Up to a Large Survey.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Black Students; *College Freshmen; Focus Groups; Foreign Countries; Higher Education; Indians; Public Policy; *Racial Attitudes; Racial Bias; Racial Differences; *Racial Discrimination; *White Students
IDENTIFIERS- Canada; Chinese Canadians; Italians; Portuguese People; Visible Minority (Canada); *York University ON

This study examined areas of racial tension and racial attitudes among first-year students at York University in Ontario (Canada). A survey of 1,129 first-year students in 1993-94 indicated that the vast majority believed that visible minority students had been treated equally by professors, staff, and other students. However, the first year was experienced differently by students of Black, East Indian, Chinese, European, and "other" origin. Comparisons did not always favor those of European background: East Indian students reported the greatest number of out-of-class contacts with faculty and staff. While certain outcomes of the first year experience--self-assessments of intellectual development and grade point average--varied by race, these differences could not be attributed to race per se. Focus group discussions conducted with 24 Black students and 33 students of Italian or Portuguese origin found that 23 percent of the Black and 9 percent of the Italian/Portuguese students felt that inside the university they had been treated worse than others because of their origin. Students may have been led to this conclusion because of non-specific feelings of discrimination, classroom experiences with students and professors, and informal experiences with racial overtones. (Contains 14 references.) (MDM)

ED 404 901   HE 029 905

Grayson, J. Paul
Globe and Mail Reports, Student Experiences, and Negative Racial Encounters.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Business; *College Freshmen; Employment; *Focus Groups; Foreign Countries; Higher Education; *Minority Groups; *Newspapers; *Racial Attitudes; Racial Differences; *Racial Discrimination; White Students
IDENTIFIERS- Canada; Chinese Canadians; Italians; Portuguese People; Visible Minority (Canada); York University ON

ED 404 450 CE 073 356

Anderson, Clinton L.
Servicemembers Opportunity Colleges 1972-1997. (Submitted as Part of SOC Final FY 96 Report.)
SPONS. AGENCY- Defense Activity for Non-Traditional Education Support (DOD), Pensacola, FL.
PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Education; Articulation (Education); *Community Colleges; Consortia; Developmental Programs; Educational Objectives; *Educational Opportunities; Educational Principles; General Education; Graduate Study; Higher Education; *Military Personnel; *Military Training; Models; Nontraditional Education; Outreach Programs; Program Development; Program Effectiveness; Teacher Education; *Technical Institutes; Troubleshooting; Two Year Colleges; Veterans; Veterans Education
IDENTIFIERS- *Servicemembers Opportunity Colleges Program

This book traces the history of the Servicemembers Opportunity College (SOC) program, which allows military personnel to obtain civilian education at more that 1,000 designated community colleges, technical institutes, and four-year institutions nationwide. Among the topics discussed in this history of the SOC program's development as the Servicemen's Opportunity College Program in 1972 are the following: genesis of civilian education in the military; SOC program beginnings in 1969-1972; consortium development and expansion to include four-year colleges; SOC infrastructure; application of the SOC model to nonmilitary areas; extension of SOC to prospective recruits; SOC outreach with Army National Guard; SOC and developmental, teacher, veterans, and graduate education; SOC and adult family members of servicemembers and Department of Defense civilians; automation/degree planning; and information and assistance. Contains 98 references. Appended are the following: criteria for SOCs; SOC charter, bylaws, and principles/criteria; first SOC news bulletin; SOC associate degree (SOCAD) concept paper; 1981 report on feasibility of initiating SOCAD-type programs for the Navy; concept papers for SOC programs for Marines and veterans; 1993 SOC for Veterans concept paper; U.S. Patent and Trademark Office correspondence; and biographical sketches of SOC staff, 1972-1996. (MN)

ED 404 451 CE 073 357

Harris, Jimmy Carl; And Others
Life after Graduation: Things You Need To Know about the Job Market.
PUB DATE- Nov 96
NOTE- 7p.; Training session conducted at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; *Employment Interviews; Employment Potential; Higher Education; Job Applicants; *Job Search

reforms' long-term impact on student outcomes; student outcomes in youth development terms; impacts of contextual learning; impacts in the workplaces; cost/benefits of student employment; and school-to-work system building. (Appended are profiles of the school-to-work programs studied.) (MN)

ED 404 470 CE 073 406

May, Susan A.
Development of a Questionnaire To Evaluate Fox Valley Technical College's Marketing Communications with Prospective Student Inquiries.
PUB DATE- Jan 97
NOTE- 60p.; D.Ed. practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Marketing; *Material Development; Practicums; Program Effectiveness; Questionnaires; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Educational Marketing; *Fox Valley Technical College WI; Marketing Research

A questionnaire was developed to evaluate the effectiveness of Fox Valley Technical College's (FVTC's) marketing communications with prospective students. The literature on customer service, marketing communications, and institutional image was reviewed, and 17 construct criteria and 7 content criteria were developed as the framework for the questionnaire. A formative committee directed development of the questionnaire's content and design. After a draft questionnaire had been developed and finalized by a summative committee review, it was pilot tested with a sample of 25 prospective students who had made inquiries regarding FVTC within the past 6 months. Because only 1 response was received, 24 additional prospective FVTC students were asked to evaluate the questionnaire. Three responded. As a result of the pilot test, demographic and admissions status items were added to the questionnaire. In view of the low response to the pilot survey, it was recommended that the questionnaire be used as a telephone survey. (The bibliography lists 26 references. Appended are the following: lists of validators and formative and summative committee members; feedback document from summative committee review; questionnaire pilot feedback form; questionnaire; review of other questionnaires; criteria for questionnaire on marketing communications; and cover letter used in questionnaire's pilot test.) (MN)

ED 404 471 CE 073 408

Matuszowicz, Peter F.
Readings in Homelessness.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; *Behavior Modification; *Behavior Patterns; *Homeless People; Independent Study; *Learning Readiness; Literature Reviews; *Role of Education
IDENTIFIERS- *Psychosocial Factors

Researchers have documented links between a number of behavioral issues and homelessness, including the following: limited/no social networks; social isolation; proneness of victimization;

Duchesne, Robert E., Jr.
Critical Thinking, Developmental Learning, and Adaptive Flexibility in Organizational Leaders.
PUB DATE- Oct 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Charlotte, NC, October 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); *Adult Development; Adult Education; Adult Learning; *Critical Thinking; *Decision Making; *Experiential Learning; Leaders; Models; *Personality Traits; Productive Thinking; Work Experience

A study examined how developmental learning and adaptive flexibility relate to critical thinking though a survey of 119 organizational leaders (of 341) who had attended a 5-day Leadership Development Program. A questionnaire adapted from the Center for Creative Leadership's Job Challenge Profile measured developmental learning, the Adaptive Style Profile measured adaptive flexibility, and the Watson-Glaser Critical Thinking Appraisal measured critical thinking. The study also identified factors that describe the nature of developmental learning factors perceived to be most significant to leadership development. Results showed years of education to be the only significant predictor of critical thinking. Adaptive flexibility scores indicated minimal levels of reflective observation. The factor analysis of developmental learning experiences identified the following factors that characterized developmental learning: career crisis, high stakes, management development opportunities, reduction decisions, mentor or role model, and discrimination. A revised model was developed that more accurately depicted the developmental learning process of leaders through workplace learning experiences. The model consisted of two paths: a confirmatory relearning path corroborating an existing model of learning and a developmental learning path resulting in a revised model of meaning. (Contains 57 references.) (YLB)

ED 404 489 CE 073 436

Jones, Karen H.; Black, Rhonda S.
Writing Case Studies: A Holistic Approach for Teaching Preservice Educators about Students with Disabilities.
PUB DATE- Dec 96
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Case Studies; Classroom Techniques; *Disabilities; Learning Problems; Mainstreaming; *Normalization (Disabilities); *Preservice Teacher Education; *Special Education; Special Needs Students; Teacher Attitudes; Teacher Education Curriculum; Teaching Methods; Vocational Education Teachers

A course on the needs of students with disabilities implemented an activity for preservice vocational teachers to promote problem solving and active application of knowledge. Participants carried out the following activities: (1) observing and interviewing a student with a disability and his vocational teachers. Of the teachers surveyed, 205 (59%) returned usable responses. The teachers were questioned about their gender, vocational teaching area, educational attainment, type of high school, and teaching certification, and they were asked to agree/disagree with 62 statements concerning national skill standards. Although 59% of respondents agreed that students who have met entry-level skill standards have smoother school-to-work transitions, only 39% believed that national skill standards enhance vocational education. Of the respondents, only 37% believed that national skill standards would improve their particular program, 55% stated that national skill standards should have a positive effect on work force productivity, 60% stated that national skill standards provide the basis for measuring individuals' ability, 32% were not at all familiar with the national skill standards for their vocational program, 69% use employability skills to assess students' abilities in the vocational area they teach, and 52% believed that national skill standards will lower employer recruiting costs. (Contains 22 references.) (MN)

ED 404 506 CE 073 470

Wallace, Midge
Maths Work: Maths in the Textile, Clothing, Footwear & Allied Industries.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 83p.; Developed by the Australian Light Manufacturing Industry Training Advisory Board.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Vocational Education; Education Work Relationship; Foreign Countries; *Job Skills; Limited English Speaking; Manufacturing; *Manufacturing Industry; Mathematics Instruction; *Mathematics Skills; *Numeracy
IDENTIFIERS- Australia

This book is designed to help individuals be aware of how much mathematics is used at work. It is designed to help trainers decide what to do if workers need help to improve their mathematics skills. An introduction looks at mathematics as it is used at work by discussing how it is used on the job. The book discusses the problems for workers with poor mathematics skills and, in particular, for workers of a non-English-speaking background. The next section presents examples from Australia that show people using mathematics as they work. The samples are reproduced exactly as they are used on the job and include some workers' own methods of keeping track of numbers. The specific workplaces are as follows: boot manufacturer, clothing manufacturer, laundry, and shoe manufacturer. The next section focuses on two contexts in which math is commonly used: quality management and stock control. The section with trainers' notes lists some considerations for a trainer: possible effects of making assumptions, cultural groups, and methods of training. A resources section lists sources and titles of print materials and of research organizations for further information. (YLB)

ED 404 507 CE 073 474

Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Mediated Communication; *Distributive Education; Electronic Mail; *Information Sources; *Internet; Learning Activities; Lesson Plans; *Marketing; Online Systems; Postsecondary Education; Secondary Education; Teacher Improvement; Teaching Guides

This guide focuses on learning about and teaching with the Internet in marketing education. Section 1 on preparing teachers to go online focuses on the Internet as a place to talk, get information, and organize and put information. It covers needed hardware and software, controversial facts about the Internet, and acceptable use policy. Section 2 provides exercises in worksheet format that introduce the teacher to the Internet, its electronic tools, and sources of information and ideas. Written to the student as preparation for online contact, section 3 is a "driving manual" designed to give the student driver guidance for preparing for Internet driving and knowledge on what to expect while on the superhighway. At the end of the section is a two-part "driving test." The first part is a written examination dealing with electronic mail and discussion lists; the second is a skills test, using the treasure hunt format to locate information on the Internet. Section 4 provides lesson plans that will support and enhance student learning using online resources. They cover a variety of marketing subjects and focus on the current marketing education student learning outcomes. Each includes an anticipatory set, objectives, materials, procedures, closure, and addresses of Internet resources that may help provide content for the lesson. A resources section lists Internet addresses used in the guide and 19 print resources. Copies of Classroom Connect and The ERIC Review issue on K-12 computer networking are attached. (YLB)

ED 404 526 CE 073 545

Crawford, Karlan
Area Vocational-Technical Learning Centers. A Guide to the Implementation and Operation of a Center for At-Risk Youth.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Counseling; *Career Education; Career Guidance; Compensatory Education; Educationally Disadvantaged; Employment Potential; *High Risk Students; Job Placement; Job Skills; Program Development; Program Implementation; Remedial Programs; Secondary Education; Student Placement; *Vocational Education; *Vocational Training Centers

This handbook is designed to serve as a guide to the implementation of a center for at-risk youth. It provides

DESCRIPTORS- Accountability; *Focus Groups; *Inspection; Models; Needs Assessment; Problem Solving; *Program Effectiveness; Program Evaluation; *Program Improvement; School Visitation; *Technical Institutes; Two Year Colleges; Vocational Education

This document is designed to provide enough information for technical colleges and similar institutions to conduct their own focus visits. A focus visit is defined as a full-day activity that takes place on the campus during which a team of 10-25 individuals (program faculty, former and current students, technical college staff, advisory committee members, and employers) develops a concise, realistic plan for improving the program and solving problems related to its operation. The report discusses the historical development of focus visits, the institutional assessment preceding a focus visit, preparation for the focus visit, and the program improvement team. It describes the following parts of focus visit: the welcome with explanation of the purpose and background information on the program being examined, discussion of possible issues, tour and assessment of the program's facilities, formation of workgroups, the two workgroup meetings to identify needs of the program and to develop solutions to meet the most important needs, a student forum to allow students to speak candidly about what they like and dislike about the program, meeting of the entire program improvement team for a large-discussion, and evaluation of the focus visit by each team member. The report also offers suggestions for following through with the focus visit and provides reasons for their success. (Appendixes include sample agendas, lists of potential issues for workgroups, and sample forms.) (YLB)

ED 404 544 CE 073 579

Rominger, Duane A.
The 1996 Public Hearing of the State Council.
PUB DATE- Aug 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correctional Education; *Educational Change; *Education Work Relationship; Employment Potential; Needs Assessment; Postsecondary Education; *Role of Education; Secondary Education; State Programs; Statewide Planning; *Tech Prep; *Vocational Education
IDENTIFIERS- *Minnesota

The 1996 hearing of the Minnesota State Council on Vocational Technical Education included testimony from 13 individuals representing state agencies, local education agencies, professional and public policy organizations, and Minnesota State Colleges and Universities. Testimony indicated that secondary and postsecondary vocational and technical education would play an important role not only in ensuring employability, but in maximizing earning power at all stages of an individual's work life. Three recent trends have had a negative impact on secondary vocational-technical education: general erosion in secondary vocational leadership; elimination of equipment reimbursement for secondary vocational education; and relaxation of program rules, staff licensure, and staff development. Tech prep had assisted in establishing new levels of experiences for students. The tech prep consortia had renewed interest in identifying and collecting information on vocational and technical education students. The most important role of the school-to-work legislation and initiative was its

DESCRIPTORS- Academic Education; *Adult Education; Awards; Career Counseling; Career Education; Career Guidance; Compliance (Legal); Educational Legislation; Federal Government; Federal Legislation; Government Role; Integrated Curriculum; Postsecondary Education; Program Evaluation; Program Implementation; Rural Education; Secondary Education; Student Evaluation; Student Organizations; *Technical Education; Tech Prep; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

This packet contains 11 2-page fact sheets on various facets of vocational, technical, and adult education. The fact sheets cover the following topics: (1) performance measures and standards--what the law says; (2) career academy programs; (3) integration of academic and vocational education; (4) tech prep education; (5) the Carl D. Perkins Vocational and Applied Technology Education Act, Public Law 101-392; (6) integration of academic and vocational education; (7) vocational student organizations; (8) the federal role in vocational education today; (9) career guidance and counseling programs; (10) rural education; and (11) the Secretary's Awards for Outstanding Vocational-Technical Education Programs--1995. Each fact sheet defines and describes its topic, provides some background information or information on the significance of the subject, and includes names and addresses as resources. (KC)

ED 404 563 CE 073 622

Skill Standards Publications. Fact Sheet #SL-4.
PUB DATE- Jan 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Certification; *Employment Qualifications; *Job Skills; Job Training; Machine Tool Operators; Metal Industry; Postsecondary Education; *Resources; *Standards; *Technical Occupations; *Vocational Education

This document provides extensive annotations for 11 skill standards publications available free from the U.S. Department of Education's Office of Vocational and Adult Education and the National Center for Research in Vocational Education. The following publications are annotated: "Applying the Standard: Using Industry Skill Standards to Improve Curriculum and Instruction" (Klein et al.); "Changes in the Nature and Structure of Work: Implications for Making Sense of Industry-Based Skill Standards" (Bailey, Merritt); "Changes in the Nature and Structure of Work: Skill Requirements and Skill Formation" (Bailey); "Developing a Typology of Skill Standards" (Bailey); "Jobs of the Future and the Skills They Will Require" (Bailey); "Machine Tool Advanced Skills Technology (MAST): Common Ground toward a Standards-Based Training System for the U.S. Machine Tool and Metal Related Industries"; "Occupational Skill Standards Projects, Edition 2" (Lee et al.); "Overview of Skill Standards in the United States and Abroad, Vols. I-IV" (Institute for Educational Leadership); "Skill Standards: A Primer: Voluntary Skill Standards and Certification" (Willis); "Skill Standards: Concepts and Practices in State and Local Education: A Synthesis of Literature and Alternative Conceptual Framework" (Klein); and "Workplace Skills in Practice: Case Studies of Technical Work" (Stasz et al.). A list of 43 skills standards resources and 12 academic skill standards projects is also included. (KC)

ED 404 564 CE 073 623

(ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; *Career Development; Career Guidance; *Careers; Counseling Techniques; Counselor Role; Employment Counselors; Individual Development; Models
IDENTIFIERS- ERIC Digests

The centric model of career counseling was developed for use in employment counseling and takes into account psychological, social, and economic factors. Four developmental phases are used to describe movement within the centric model. The initial phase, readiness, establishes the working alliance between the counselor and the client. Clients must feel acknowledged, respected, and valued. In the next phase, career exploration and assessment, the focus is on the personal and the external. Personal factors include interests, values, and strengths. Clients are encouraged to develop information on the various personal factors through qualitative and quantitative assessments. Following exploration and assessment is the third phase, evaluation, compromise, and integration. There is a need to draw the information together and evaluate the viability of various options. Compromises may be necessary, which may then facilitate a new integration. Finally, in the last phase of commitment, action planning, and follow through, clients are ready to move forward with their plans. Counselors can facilitate movement through the phases by using a combination of good communication skills and structured activities. Skills such as paraphrasing, clarifying, and empathy are especially helpful in the initial phases. Progress involves back and forth movement through the phases and the use of various structured activities within a humanistic context. (RJM)

ED 404 583 CG 027 034

Cairns, Kathleen
Using Simulations To Enhance Career Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *Career Development; *Career Education; *Careers; Cooperative Education; Education Work Relationship; *Experiential Learning; *Prevocational Education; Secondary Education; *Simulation; Student Development; Vocational Education
IDENTIFIERS- ERIC Digests

Career educators and counselors have long recognized that factual information about careers and employability skills, presented in traditional classroom formats, do not prepare students to enter the workplace. This digest explores the move toward stronger experiential learning in career education. Career education initiatives such as work experience, job shadowing, and co-op education have increased but they are difficult to manage and may represent too large a leap from traditional classroom instruction. This difficulty can be met with in-class spiritual dimensions. (RJM)

ED 404 601 CG 027 562

Rogers, Russell R.
Reform in Student Affairs: A Synopsis. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Students; *Criticism; *Educational Change; Higher Education; Models; Research Needs; *Student Development; Student Needs; *Student Personnel Services; Student Personnel Workers; Student Welfare; Theories
IDENTIFIERS- ERIC Digests

Student development has become a buzz word within the student affairs profession and the concept of student development has become the guiding paradigm of the student affairs profession. Unfortunately, this embracing of student development lacked the necessary critique or debate essential to academics. This digest provides an abstract of a major critique of student development theories in an effort to stimulate discussion and debate on this issue. The student development model is examined: in relation to its adequacy in the areas of philosophy; as a theoretical base; as a research base; as a body of literature; and as a guide for practice. The model was found to possess many inadequacies in these foregoing areas and student affairs professionals are advised to reevaluate the model's applicability. Even as a guiding paradigm for the profession, the model is found to be lacking. It is suggested that the profession return to its historical and philosophical roots and build and innovate from there. It is hoped that this digest will stimulate the debate and analysis necessary to address the limitations of the current student development model. (RJM)

ED 404 602 CG 027 569

Hays, Ron D.; Ellickson, Phyllis L.
Associations between Drug Use and Deviant Behavior in Teenagers. Health Sciences Program Reprint Series, 96-23D.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Behavior Patterns; *Behavior Problems; *Correlation; *Delinquency; *Delinquency Causes; Drinking; Grade 10; High Schools; Prevention; Social Development; *Substance Abuse; Youth Problems
IDENTIFIERS- *Deviance; Social Causality

Drug use and delinquency share many common antecedents: early antisocial behavior, difficulties in school, impaired family relationships, delinquent or drug-using peers, and rebelliousness. But these common factors could underlie a cluster of problem behaviors or lead to distinctly different behavioral manifestations. Using data from 1,363 West Coast students in grade 10, this study examines the relationship between drug use and deviant behavior. Analyses of student

What You Need To Know about Developing Your Test-Taking Skills: Reading Comprehension. NTC Skill Builders.
PUB DATE- 96
NOTE- 98p.; For a related guide on writing assessment, see ED 402 619.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *Critical Reading; Employment; Higher Education; *Reading Comprehension; *Reading Improvement; Reading Processes; *Reading Strategies; *Skill Development; Standardized Tests; Student Evaluation; Student Improvement; *Test Wiseness
IDENTIFIERS- *Strategic Reading

Designed to help students improve their understanding of everything they read, especially the types of reading selections that they will find on standardized tests (such as the ACT and SAT), this guide explains the 3 key steps to strategic reading: preview before reading, underline and annotate while reading, and summarize after reading. It features dozens of selections in the humanities, social studies, and sciences, and presents typical test questions and answers. Completing these exercises can make a student not only a better reader, but also a much more confident test taker. (NKA)

ED 404 622 CS 012 718

Emmett, Terry
California Reading Initiative, 1996.
PUB DATE- 1 Nov 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Instructional Materials; Primary Education; Professional Development; *Reading Improvement; *Reading Instruction; *Reading Teachers; Research Utilization; *Teacher Education
IDENTIFIERS- *California; Educational Issues; Goals 2000; Reading Management

For the first year in "what seems like eons," California's school districts will see an influx of new money, a large portion of it earmarked for developing competency in reading for students in kindergarten through grade 3. The expanded funding for reading results from a consensus among policy makers that the achievement of early literacy should be a primary focus of district reform. Funding for reading improvement will come from two sources, federal Goals 2000 monies and state General Funds. In total, $200 million is available specifically for reading. The following constitute the major funded literacy activities: professional reading development for all K-3 teachers in research-based reading instruction; preservice training of teacher candidates in research-based reading instruction; full sets of core reading instruction materials for every K-3 student; and comprehensive reading leadership training. (RS)

ED 404 623 CS 012 719

Graves, Michael F., Ed.; And Others

(150)
DESCRIPTORS- English Instruction; Higher Education; *Romanticism; Student Development; Teacher Student Relationship; Teaching Methods; *Writing (Composition); *Writing Attitudes; *Writing Instruction; Writing Processes; *Writing Teachers

The English Department and the composition class are mired in the trappings of Romanticism. Romanticism ingratiates itself, mostly in infatuation with the writing process, but with some other fetishes as well. The "whitecentric" character of that Romanticism imbues instruction; it is not just innocuous and "old hat," but really damaging. Students are asked to organize essays into orderly units that are as totalitarian as Romanticism can be. The thesis mandated is as overarching, as imposing, and as obscuring as that dark sycamore in "Tintern Abbey," from under which the poet speaks. Maybe teachers of composition need to be radically quiescent and not consciously hand down what they know, but encourage their students to render representations from under their own brands of lexical arbors. (CR)

ED 404 643 CS 215 734

Desser, Daphne
The Electronic Diary: The Technologization of the Personal.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of The Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Mediated Communication; Higher Education; *Journal Writing; *Privacy; Student Reaction; *Teacher Student Relationship; Technological Advancement; *Writing Attitudes; Writing Instruction
IDENTIFIERS- *Personal Writing

With each technological advancement--telephone, automobile, television, and modem--people gain convenience, efficiency, and speed; they lose immediacy, real as opposed to virtual community, and physicality. At a writer's computer conference, journal writers who have used a diary with a lock and key to keep writings private wonder how to reconcile this with a posting on an electronic conference, which can be transformed into hard copy at any time by anyone at the conference with a simple press on the "print screen" button. Many college teaching assistants also have discussions about their discomfort with assigning the "personal essay," knowing that the perception of their students is that the more "gory" the paper, the higher the grade. Important questions can be raised about the ethics of either requiring or encouraging such personal revelation copy from students, with concern about the vulnerability this produces, especially in female students. (CR)

ED 404 644 CS 215 735

Jamieson, Sandra
Shaping the Contact Zone: Designing WAC/WID Assignments for Composition Courses.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English

Hart, Mary; And Others
Interactive Freshman Composition: Using Toolbook To Write It Right.
PUB DATE- 14 Nov 96
NOTE- 34p.; Paper presented at the League for Innovation Conference (Phoenix, AZ, November 14, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Literacy; *Freshman Composition; *Grammar; Instructional Effectiveness; Instructional Innovation; Multimedia Instruction; Pilot Projects; Program Descriptions; *Research Skills; Two Year Colleges; *Writing Skills
IDENTIFIERS- *Interactive Writing; Laramie County Community College WY

A multimedia pilot program at Laramie County Community College, Wyoming, used a series of instructional modules with testing units to allow freshman composition students to review their own particular areas of weakness, to test themselves, and to move on at their own pace. The program used the technologies available in the school's state-of-the-art multimedia center and classrooms. Four areas became the foci of the multimedia project--grammar/mechanical abilities, composition skills, computer literacy, and research skills. All students who have thus far interacted with any of the modules have had nothing but positive responses to the multimedia aspects. Students, at their own initiative, keep coming back and playing with the modules just to see how their scores have improved. The modules are appropriate for both in-house and distance learning environments. (An accompanying booklet provides background on the Laramie County Community College, a flow chart for each of the 4 modules, 4 sample computer screens from the modules, a sample print-out of test results, and 2 additional sample computer screens.) (RS)

ED 404 663 CS 215 758

Siebert, Debbie L.
A Qualitative Approach to Integrative WAC.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Curriculum Development; Higher Education; Instructional Effectiveness; Instructional Improvement; Interdisciplinary Approach; Learning Strategies; Models; Program Design; Program Development; *Writing Across the Curriculum
IDENTIFIERS- Writing Contexts

Many educators and researchers are discussing a shift in national education from an "instruction" paradigm emphasizing measuring inputs and providing instruction to a "learning" paradigm emphasizing outputs and producing learning. The question is how can Writing Across the Curriculum (WAC) smoothly shift educational paradigms. A clarification of local goals through ongoing dialogue and assessment is vital to both the continued success of local programs and their abilities to contribute to publication. The next step is to encourage debaters to apply for competitive undergraduate scholarships and awards, such as Morris K. Udall Scholars, Canada-U.S. Environmental Studies Fulbright Grants, Gleitsman Foundation Awards, Truman Scholarships, National Security Education Program, Rhodes Scholarships, and Davies-Jackson Scholarship. Establishing a strong relationship between debate programs and undergraduate research is mutually beneficial. (RS)

ED 404 683   CS 509 433

Lin, Yang
A Quantitative Review of the Empirical Studies on the Negative Political Advertising.
PUB DATE- Nov 96
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Citation Analysis; Content Analysis; Higher Education; *Mass Media Effects; Mass Media Role; Media Research; *Political Campaigns; Research Methodology; *Scholarship
IDENTIFIERS- Empirical Research; Theoretical Orientation

A study quantitatively reviewed empirical studies of negative political advertising using a method that combined citation analysis and content analysis. The citation analysis examined each individual cited work in 20 selected studies with respect to its citation information, and the content analysis investigated the 20 selected studies (citing sources) in terms of their hypotheses, research questions, and methodologies. The aggregated information from the individual cited works and the citing works show that scholars from communication and other disciplines have a strong influence on the development of empirical studies of negative political ads, but communication scholars remain as the driving force. Facing continuously increased literatures in the area, communication scholars need to develop a theory or theories to guide the research. The direction of the research has been moving toward focusing on the broader and more general effects of negative political ads. (Contains 28 references, a list of the 20 studies examined, and 8 tables of data. Appendixes present coding sheets for citing source and cited source.) (Author/RS)

ED 404 684   CS 509 434

Stepp, Pamela L.
A Practical Guide for Building Alumni Support and Funding a Forensics Program To Ensure Continuation of the Program during Your Tenure and Long after Your Departure.
PUB DATE- 25 Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays

Requirements of the internship include weekly logs, a special project, two all-day seminars, and a final written report. A handbook is provided for communication interns. (Contains 10 references; a syllabus for Communication 301 and internship course requirements are appended.) (CR)

ED 404 703   CS 509 454

Tomlinson, Susan G.
Welcoming Parents at Your School: Strategies That Work. Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Interpersonal Communication; Parent Education; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Resource Centers; Staff Development
IDENTIFIERS- Administrator Involvement

Noting that educators agree that involving parents in their children's education improves students' school performance, this paper offers strategies that teachers, schools, and districts can use to help parents feel welcome as partners in their children's education. The strategies discussed in the paper are for educators to: communicate frequently with parents; engage in 2-way communication with parents; provide a variety of activities for parents; meet with parents on their own turf; overcome barriers to parent participation; set up a parent or family resource center; establish the position of family or parent involvement coordinator; provide training for parents; provide training to staff on working with parents; support staff in efforts to involve parents; and develop a sense of community. (RS)

ED 404 704   CS 509 455

High School Debate Topic, 1996-1997. Subject Bibliography (SB)043.
PUB DATE- 29 Apr 96
NOTE- 5p.; For the 1996-1997 debate topic, see CS 509 456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Correctional Rehabilitation; *Crime Prevention; *Debate; Federal Government; *High Schools; High School Students; *Juvenile Justice; Laws; Youth Problems
IDENTIFIERS- Debate Tournaments; *National High School Debate Resolutions

This 10-item annotated bibliography presents U.S. government documents suitable for use in preparation for a high school debate on the resolution that the federal government should establish a program to substantially reduce juvenile crime in the United States. Items in the annotated bibliography address

Zambia). The material were critiqued at two regional workshops, and piloted among school heads and inspectors, teacher trainers, and district officials in seven African countries. The seven modules are: (1) self-development for educational managers; (2) principles of educational management; (3) personnel management; (4) managing the curriculum and resources; (5) financial management; (6) monitoring school effectiveness; and (7) the governance of schools. Each module includes a general introduction and an introduction that is specific to the individual unit, an estimate of individual study time, a statement of expected learning outcomes, suggested activities, comments, and a summary. (LMI)

ED 404 723 EA 027 774

Crews, Alton C.; Weakley, Sonya
Making Leadership Happen. The SREB Model for Leadership Development.
PUB DATE- 96
NOTE- 73p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Group Dynamics; Interpersonal Communication; *Interprofessional Relationship; *Leadership Training; *Management Development; Organizational Effectiveness; Problem Solving; *Professional Development; *Teamwork
IDENTIFIERS- *Southern Regional Education Board

As states transfer more responsibility for education decisions to local school systems, effective leadership at the local level is essential. This report presents the Southern Regional Educational Board (SREB) model for leadership development, as practiced by the SREB Leadership Academy. Since 1991, teams from 12 school systems in the southern United States were selected to attend a series of 3-day training sessions each year over a period of 4 years. The leadership-development model is built on four strategies: working on real-world goals; developing a personal plan for professional development; coaching and mentoring; and building community collaboration. Course content focuses on the areas of planning, systems design, group dynamics, and enrichment. Appendices contain lists of team participants, and information on SREB program evaluation and project administrators. (LMI)

ED 404 724 EA 027 898

Minority Business Enterprise Report, Fiscal Year 1995.
PUB DATE- 30 Nov 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Affirmative Action; Bids; *Contracts; Educational Facilities; Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); Expenditures; *Minority Groups; Public Agencies; Public Schools; *School Business Relationship; *School Construction; State Programs
IDENTIFIERS- *Maryland

The state of Maryland Interagency Committee on Public School the promotion of democracy and a global economy, foreign policy, and cultural diversity. (LMI)

ED 404 745 EA 028 246

Beall, John

Strategic Management of Private Schools: Recruitment, Compensation, Development, and Retention of Teachers, and Appendices.

PUB DATE- May 95

NOTE- 313p.; Partial fulfillment of requirements for the Klingenstein Seminar.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Compensation (Remuneration); Competition; Elementary Secondary Education; Free Enterprise System; Incentives; Personnel Policy; Private Education; *Private Schools; Professional Development; Teacher Employment; *Teacher Recruitment; *Teacher Salaries; Teacher Selection; *Teacher Supply and Demand

Unless investments in education increase significantly, schools will probably experience difficulty competing for talented teachers. This report presents findings of a study that investigated issues of teacher recruitment, compensation, development, and retention in private schools. Data were obtained through a questionnaire of 652 teachers at 21 different independent schools in the United States and abroad, from a case study of one independent school, and a review of research literature. The study concluded that: (1) the demand for teachers, particularly mathematics and science teachers, will intensify during the next decade; (2) the structure of a compensation system has less impact on teacher satisfaction than does the school's salary in comparison with the salary offered by competitors; (3) a school's board of trustees and head should design a compensation system that complements the mission and philosophy of the school; (4) a school's faculty should be included in any substantial effort to design or redesign a compensation system; (5) school leaders have three basic choices in considering salary systems: a strict scale in which salary depends on years of experience, a "band" scale, in which a school head has the discretion to calibrate pay in part according to performance, and no scale, in which a school competes under a free market system; and (6) schools that are not clear about their compensation policies will create the perception among some teachers that the school is biased against women in its salary practices, particularly if there is no salary scale. Twenty-two figures are included. Appendices contain survey responses from the 21 schools and a summary of survey data. (Contains 74 references.) (LMI)

ED 404 746 EA 028 247

Nelson, F. Howard; Rosen, Michael

Are Teachers' Unions Hurting American Education? A State-by-State Analysis of the Impact of Collective Bargaining among Teachers on Student Performance.

PUB DATE- Oct 96

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Class Size; *Collective Bargaining; Elementary Secondary Education; *Public Schools;

schools. Data were obtained from interviews conducted with at least two school managers at eight Dutch primary schools and analysis of school documents. Findings show that school leaders cannot escape from their values while coping with the shift toward school autonomy. Administrators reported that tensions existed between being an educational professional and a chief executive; being in charge and being a member of the team; and feeling overloaded and being able to delegate tasks. One table is included. (Contains 11 references.) (LMI)

ED 404 766 EA 028 410

Smith, Thomas M.; And Others
The Condition of Education, 1997.
PUB DATE- Jun 97
NOTE- 418p.; For 1996 report, see ED 394 217.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Assessment; *Educational Attainment; *Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; *Outcomes of Education; Postsecondary Education; *School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- *Educational Indicators

The 1997 "Condition of Education" is an indicator report, analyzing key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The report first presents four "Issues in Focus": (1) "The Social Context of Education"; (2) "Women in Mathematics and Science"; (3) "Public and Private Schools: How Do They Differ?; and (4) "Postsecondary Persistence and Attainment." Following the discussion of issues are 60 indicators of the current status of education, 18 of which are new. The indicators are divided into six areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) organization and management of educational institutions; (5) climate and diversity of educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Information on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. Appendices comprise over half of the publication and contain supplemental tables and notes, a list of data sources, a glossary, an index, and a list of selected publications of the National Center for Education Statistics. (LMI)

ED 404 767 EC 305 191

Sayler, Michael, Ed.
Tempo, 1996.
PUB DATE- 96
NOTE- 182p.; For each of the four serial issues analyzed separately under their respective theme titles, see EC 305 192-195.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials

are also included. An appendix includes the project's management plan and an outside evaluator's review of the project. (Contains 22 references.) (Author/CR)

ED 404 785 EC 305 288

Lin, Hung-Chih
Factor Analysis of Quality of Life for Individuals with Severe Disabilities in Transition.
PUB DATE- Jul 96
NOTE- 36p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Education Work Relationship; Employment; Evaluation Methods; *Factor Analysis; Family Relationship; Interpersonal Competence; Leisure Time; *Life Satisfaction; Models; Personal Autonomy; *Quality of Life; Recreational Activities; *Severe Disabilities; Social Integration; Social Networks; *Validity; Well Being; Young Adults

A study of 398 young adults (ages 21-26) with severe disabilities who had been out of school for 1.75 to 5 years was conducted to validate a four-factor model of quality of life for youth with severe disabilities in transition from school to community and from youth to adulthood. Information was gathered on life satisfaction, employment-economic integration, employment stability, personal choice/control, residential integration, social networks, community assimilation and acceptance, social/recreational-leisure integration, family integration, formal support services, citizenship/contribution, and educational involvement. Results of the study found that the four-factor model of quality of life reflects and corresponds to those defining dimensions proposed by the related quality-of-life literature. The first dimension is "adult performance/independence," defined by personal control in adult life, citizenship, residential integration, and educational attainment. The second dimension is "interpersonal relationship/community and family integration," which is characterized by family integration, social network, and community assimilation and acceptance. The third dimension of "productivity (economic stability)" is defined by an individual's involvement in stable and integrated daily work or related activities, occupational or employment characteristics, income, and degree of self-sufficiency. The last dimension is "psychological well-being (satisfaction)," which is determined by personal overall satisfaction and involvement in recreation-leisure activities. (Contains 64 references.) (CR)

ED 404 786 EC 305 290

Rioux, Marcia H.
Disability: The Place of Judgement in a World of Fact.
PUB DATE- Jul 96
NOTE- 25p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Elliott, Judy; And Others
Assessment Guidelines That Maximize the Participation of Students with Disabilities in Large-Scale Assessments: Characteristics and Considerations. Synthesis Report 25.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Check Lists; *Disabilities; *Educational Assessment; Elementary Secondary Education; Eligibility; *Guidelines; Inclusive Schools; Standards; Student Evaluation; *Student Participation
IDENTIFIERS- *Testing Accommodations (Disabilities)

This monograph offers guidelines that address issues in the inclusion of students with disabilities in national, state, and district educational assessment programs. Assessments are viewed as the foundation of educational accountability systems and thus the key to efforts for educational reform. Specific criteria for reviewing, revising, and/or evaluating assessment guidelines for student participation, accommodation, and reporting are provided. The guide urges a hands-on approach to examining and/or revising state and district guidelines about accountability, large-scale assessments, and students with disabilities. The document first provides an overview of immediate and past practice in participation, accommodation, and reporting of students with disabilities in state and national assessments. It then offers specific criteria for making decisions concerning participation, accommodation, and reporting of assessment results for students with disabilities. The criteria markers in existing state guidelines are examined for whether or not they provide specific examples of policies that promote the participation of students with disabilities in assessments. Assessment accommodations in four categories (presentation, time/scheduling, student response, and test setting) are suggested. Appended are three checklists for participation decisions, accommodations decisions, and reporting assessment results. (DB)

ED 404 804 EC 305 322

Rainforth, Beverly
Related Services Supporting Inclusion: Congruence of Best Practices in Special Education and School Reform. Issue Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Block Scheduling; Classroom Techniques; Delivery Systems; *Disabilities; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; *Interdisciplinary Approach; Mainstreaming;

DESCRIPTORS- Art Therapy; *Attention Deficit Disorders; Clinical Diagnosis; Cooperative Programs; *Disability Identification; Educational History; Foreign Countries; Health Services; *Hyperactivity; International Cooperation; *Intervention; Minimal Brain Dysfunction; Music Therapy; Neuropsychology; Program Development; Screening Tests; Therapy
IDENTIFIERS- *Finland; Scandinavia

This paper reviews the history and current status of services to children with attention deficit hyperactivity disorder in Finland. It notes the availability of free or almost free health services in Finland and the resulting very low infant mortality rate. The history of attention deficit hyperactivity disorders (ADHD), termed "minimal brain dysfunction" (MBD) in Finland from the early 1970s until the 1990s, is briefly reviewed as are major studies of MBD/ADHD in Finland. The paper describes how the need for information led to the establishment of the MBD Infocenter, a support and information center for parents of children with MBD/ADHD, and the MBD Association, also with the purpose of providing support to parents. Implementation of a screening program, followed by more thorough diagnostic evaluations, is described. A variety of therapies provided at local health centers or at the Infocenter, especially art therapy, music therapy, and structured neuropsychological group therapy (based on the program developed at the Chilean institution, La Corporaiton para el Desarrollo del Aprendizaje), are also described. Finally, several cooperative efforts with Sweden, Denmark, and Norway are mentioned, including translation and publication of a novel about MBD/attention deficits; a yearly working group with representatives from all four Scandinavian countries; and development of a new term, "DAMP" (dysfunctions in attention, motor control, and perception). (DB)

ED 404 822 EC 305 340

Andersson-Linder, Gunilla
The Importance of Special Legislation for People with Disabilities, and Their Families.
PUB DATE- Jul 96
NOTE- 8p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendants; Divorce; Elementary Secondary Education; Employed Parents; Family Relationship; Federal Legislation; Foreign Countries; *Mental Retardation; *Parent Attitudes; *Physical Disabilities; *Social Services; Teacher Attitudes
IDENTIFIERS- *Personal Assistance (of Disabled); *Sweden

This paper discusses new Swedish legislation affecting individuals with disabilities and the social services required under this act. A list of the social services that are available under legislation is provided. The paper also reviews the results of three studies on the effects of the legislation on children (ages 0-21) with intellectual disabilities and physical disabilities. The first investigation interviewed 17 families of children with physical disabilities who had received help under the new act. The second investigation studied the effects of the legislation on 18 children with intellectual disabilities who had personal assistants. The last to develop and plan instruction that are meaningful to the child and important to the family; (4) selected instructional strategies such as task analysis, chaining and shaping, use of natural cues and instructional prompts, fading, and creating an environment that encourages active participation; (5) strategies for promoting communication with nonverbal children and those who have severe language difficulties; (6) specific adaptations and strategies for working on daily living skills; (7) roles and responsibilities of a behavior support team, orientation and mobility specialists, and an occupational therapist; (8) the development of an instructional program for a 4-year-old child with multiple disabilities, including visual impairment; and (9) strategies for facilitating communication between the special education and regular education teacher. A final chapter details a family's experience in parenting a little boy who is blind and has multiple medical needs. Each chapter contains references. (CR)

ED 404 840   EC 305 440

Standing on My Own Two Feet: A Step-by-Step Guide to Designing & Constructing Simple, Individually Tailored Adaptive Mobility Devices for Preschool-Age Children Who Are Visually Impaired.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Case Studies; *Construction (Process); Construction Materials; *Mobility Aids; Personal Autonomy; Preschool Children; *Visual Impairments; *Visually Impaired Mobility
IDENTIFIERS- Canes; *Orienting Instruction

This booklet provides step-by-step instructions for designing and constructing simple, individually tailored adaptive mobility devices for preschool-age children who are visually impaired. These devices are intended to enable children to begin to master independent travel, which precedes long cane training. How to introduce the mobility device to children, why an adaptive mobility device is needed, how to determine the appropriate device, and typical sequencing and device transition are discussed. Four different types of devices are then introduced: the Moveabout (with three different design options), the Pusher, the L-Bar, and the Arc-Definer. Instructions about each device include a list of the materials and tools needed to construct the device, the cost of materials and tools, optional features, and construction directions. Information is also provided on how to individualize devices to fit the height and width of the child, and photographs and diagrams show the assembly process. Three case studies of children (ages 1-2) with visual impairments illustrate the use of the devices. (Contains 19 references.) (CR)

ED 404 841   FL 021 433

Jacobs, George
Effects of Teaching American Culture on Thai Students' Attitudes toward Thais and Americans.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English

curriculum, vitae/resume writing, negotiations, and memo writing skills and telephone skills. Syllabus negotiation between business English and business teachers is seen as important because the former know which aspects of language are required for the discipline and the latter assure that learning activities are appropriate. Contains 5 references. (MSE)

ED 404 861 FL 024 422

von Schmidt, Wolff
Reassessment of Business Courses in Foreign Languages: The European Union vis-a-vis Its Individual Members.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Conference on the Teaching of Foreign Languages and Literatures (19th, Youngstown, OH, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; *Business Administration Education; *Cultural Awareness; Foreign Countries; French; German; Higher Education; Instructional Materials; International Trade; *Language of Instruction; *Languages for Special Purposes; Modern Languages; Newspapers; Political Science; Publications; *Second Languages; Serials; Spanish
IDENTIFIERS- *European Union

The need for advanced (fourth-year) college business courses taught in foreign languages by foreign language teachers, and the design of such courses, are discussed. It is proposed that such courses be offered more often, generally in French, German, and Spanish and preferably over two semesters or three quarters, with a minimum of 3 contact hours per week. Rather than focusing narrowly on business within the target economy, the courses should provide a broader, overall European cultural overview but highlighting the target culture. Current magazines and other publications should be made available through subscription; several are specified for German-medium instruction. Due to recent political changes in Europe, course content may be problematic and current instructional materials scarce; advances in this area are anticipated. Some course topics needing modification or development in this context include political and economic geography, the history leading to establishment of the European Union, structure and functions of the European Union, social conventions and cultures of participating countries; and local (national) issues such as tourism, transportation, agriculture, employment, energy, and environment. Classroom presentation techniques are also suggested. Lists 20 reference publications. (MSE)

ED 404 862 FL 024 423

Bray, Eric
Using Limericks To Help Japanese Students Improve Their Pronunciation.
PUB DATE- 4 Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (21st, Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Communicative Competence

Trends; *Language Processing; Language Proficiency; Language Research; Learning Processes; Linguistic Theory; Mnemonics; Reading Comprehension; Reading Processes; Second Language Instruction; Second Language Learning; *Second Languages; Spelling; *Vocabulary Development

A collection of essays on second language vocabulary learning includes: "Historical Trends in Second Language Vocabulary Instruction" (Cheryl Boyd Zimmerman); "The Lexical Plight in Second Language Reading: Words You Don't Know, Words You Think You Know, and Words You Can't Guess" (Batia Laufer); "Orthographic Knowledge in L2 Lexical Processing: A Cross-Linguistic Perspective" (Keiko Koda); "Vocabulary and Comprehension: Two Portraits" (Kate Parry); "Oral Production of Vocabulary: A Case Study" (Roann Altman); "Reading and Vocabulary Development in a Second Language: A Case Study" (William Grabe, Fredricka L. Stoller); "Tracking the Acquisition of L2 Vocabulary: The Keki Language Experiment" (Lynne Yang); "Rare Words, Complex Lexical Units and the Advanced Learner" (Pierre J. L. Arnaud, Sandra J. Savignon); "Vocabulary Enhancement Activities and Reading for Meaning in Second Language Vocabulary Acquisition" (T. Sima Paribakht, Marjorie Wesche); "Mnemonic Methods in Foreign Language Vocabulary Learning: Theoretical Considerations and Pedagogical Implications" (Jan Hulstijn); "L2 Vocabulary Acquisition Through Extensive Reading" (James Coady); "Teaching Vocabulary" (Paul Nation, Jonathan Newton); "Pedagogical Implications of the Lexical Approach" (Michael Lewis); and "L2 Vocabulary Acquisition: A Synthesis of the Research" (James Coady). (MSE)

ED 404 882 FL 024 451

Bibliographie Moderner Fremdsprachenunterricht (Bibliography of Modern Foreign Language Instruction), 1996.
PUB DATE- 96
NOTE- 587p.
LANGUAGE- German
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; Information Sources; *Instructional Materials; *Language Research; *Modern Languages; *Reference Materials; Research Reports; Scholarly Journals; Second Language Instruction; Second Language Learning; Second Languages

This quarterly annotated bibliography lists periodicals, scholarly journals, and institutions that may be of interest to modern language teachers, and provides bibliographic information for modern language reference, research, and teaching materials. In each issue, an introductory section provides background information on sources and details the bibliography's structure. Major sections include listings of articles and instructional materials, alphabetically by author, followed by separate sections containing abstracts for selected items. All indexing and abstracts are in German. Subject, author, and title indexes are provided. (MSE)

ED 404 883 FL 024 460

Stoltzfus, Allen
The Learning Theory behind the Rosetta Stone Language Library from Fairfield Language Technologies.
PUB DATE- Feb 97
NOTE- 3p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Albuquerque, NM, February

This study examined the off-campus experiences of negative racial encounters among first-year students at York University in Ontario (Canada). Focus groups were conducted with 48 Black students, 26 students of Chinese origin, and 33 students of Italian or Portuguese origin in 1993-94. In descending order of frequency, students identified stores, jobs, schools, buses/trains, restaurants, encounters with police, everyday activities, offices, and media as sites in which they had negative racial encounters. In contrast to the frequency with which various sites were identified by students, articles dealing with "visible minorities" published by the Toronto (Ontario) "Globe and Mail" since 1977 focused overwhelmingly on sites in which the police were involved and, to a lesser extent, jobs. The focus group discussions indicated that students of all racial backgrounds may have negative racial encounters, that students of certain races/origins may have negative encounters in some sites while students of other races/origins may have similar experiences in other sites, that students felt that negative racial encounters were more prevalent off-campus than on-campus, and that some students talked about their negative experiences, particularly in stores and jobs, in a way that suggests an organization of experience in terms of systemic racism. (MDM)

ED 404 902 HE 029 906

Grayson, J. Paul
The First Generation at York University.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Educational Attainment; *Extracurricular Activities; Foreign Countries; *Grade Point Average; Higher Education; *Parent Background; Socioeconomic Influences
IDENTIFIERS- Canada; *First Generation Students; *York University ON

This study examined the academic experiences of first-year students at York University in Ontario (Canada) who were the first in their families to go to college. A survey of 1,849 first-year students found that 67 percent came from families in which neither parent had attended a university. Not having a parent who graduated from a university did not appear to confer a disadvantage in terms of first-year grade point average (GPA), particularly for students with high Ontario Academic Credit averages. It was also found that first generation college students were less involved in some academic and social activities that contributed to high GPAs, such as hours per week spent on campus and cultural involvement. Involvement in club and extracurricular activities had a negative impact on the GPAs of some groups of students. An appendix provides statistical data on parent education, gender, family income, race, and involvement. (MDM)

ED 404 903 HE 029 907

Bell, Stephen
The College-University Linkage: An Examination of the Performance of Transfer Students in the Faculty of Arts at York University, 1987-1992.
PUB DATE- Jan 95
NOTE- 30p.

Methods; Job Skills; *Resumes (Personal)

This paper contains excerpts of comments made by a panel of deans, department heads, search committee members, and others, all with professional education positions within the Mid-South Educational Research Association six-state region, offering a candid look at their criteria, preferences, and experiences regarding the employment process. Their opinions could be useful to graduate students nearing graduation and to adults seeking a job change. Subjects addressed include the following: the nature of the job market, requirements for various positions, career patterns, content and format of resumes and curricula vitae, cover letters, the interview process, follow-ups, and negotiating a contract. (KC)

ED 404 452 CE 073 361

Kime, Steve F.; Anderson, Clinton L.
Education vs. Training: A Military Perspective.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Articulation (Education); *Continuing Education; *Educational Needs; Educational Objectives; *General Education; Higher Education; *Military Personnel; *Military Training; Needs Assessment; Position Papers; *Role of Education; Training Objectives

Civilian educators have long argued that the U.S. armed forces must be maintained as a reflection of society and that civilian education institutions must share responsibility in educating servicemembers. Political changes and technological advances have made education a strategic issue in structuring military forces for the third millennium. In recognition of its need for college-capable individuals, the military is now promising postsecondary educational opportunities to college-capable recruits. Adult and continuing education in the military performs three basic functions: it supports recruitment, retention, and job placement; it supplements/complements military training; and it helps fulfill individual human aspirations for education. Some military leaders recognize that servicemembers need "intellectual agility" along with military skills. The challenge for higher education in serving the military is to provide servicemember-students with high-quality degree programs comparable to similar on-campus programs (including adult or continuing education) for traditional students. Civilian education programs for servicemembers should be program oriented, emphasize transferability of credits, link operational experience and individual self-development, be tailored to educational requirements, meet the needs and educational aspirations of minorities and women, encourage cooperative higher education planning and commitment, help veterans make the transition from active to reserve and civilian status, and encourage servicemembers' self-development. (Contains 21 references.) (MN)

history of emotional, physical, sexual, and substance abuse; lack of education; and anxiety resulting from inadequate physical space. The possible benefits of self-directed learning (SDL) readiness in relieving the depression and symptoms of psychological trauma associated with the stressors linked to homelessness have already been established as have the similarities between the recognized cognitive treatment for forms of depression and the techniques used to develop SDL learning readiness. Social exchange theory and attachment and loss theory also shed light on the role of SDL readiness in helping homeless individuals, many of whom are from fragmented or abusive backgrounds. Implicit in the question of what SDL readiness can do to alleviate homelessness and its attendant psychosocial problems is the question of what SDL readiness can do to improve and lessen the frequency of circumstances preceding and contributing to homelessness. The documented benefits of self-help and goal setting in alleviating homelessness confirm that appropriate modules in SDL have much to offer homeless individuals and individuals living marginal lifestyles. (Contains 73 references.) (MN) or her teachers; (2) writing a case study about the student; (3) participating in group problem-solving sessions with other preservice educators; and (4) designing an instructional modification for their student. Over a 2-year period, 37 vocational education majors at a large southeastern university participated. Participants were teamed according to their students' areas of disability or learning difficulty. Three main themes emerged from the participants' written case reports: perception of normality, self-image of the student, and lack of friendships. Many participants found that their assigned students looked like their peers without disabilities, wanted to keep their disability a secret, and had low self-confidence, esteem, or image. Participants were aware that many students had very appropriate peer relationships but not all had positive social interactions. The preservice educators indicated the case study was beneficial in encouraging them to reflect on their preconceptions; they benefitted from observing other school personnel making accommodations for special needs students; and they learned how multidimensional the issue of assisting a student with a disability could be. (Contains 19 references.) (YLB)

Marriott, Stuart
A Backstairs to a Degree. Demands for an Open University in Late Victorian England. Leeds Studies in Adult and Continuing Education.
PUB DATE- 81
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Adult Students; Economic Factors; *Educational Demand; *Educational Environment; Educational History; Educational Opportunities; Educational Policy; Educational Principles; Educational Trends; *Extension Education; Foreign Countries; Higher Education; *Open Universities; Traditional Schools; Trend Analysis
IDENTIFIERS- *England; *Victorian Period

This book examines the proposal of individuals in England's university extension movement in the final 2 decades of the 19th century to create a part-time teaching university that shared the following similarities with present-day open universities: a policy of admitting all individuals likely to benefit from the university irrespective of their age, sex, or social status; imposition of the fewest possible entrance/matriculation requirements; program of part-time study under university teachers extending over 8 or more years and leading to a degree; curriculum based on a modular structure and designed to meet the needs of individuals compelled to remain in their ordinary occupations; examinations based largely on assessment of each course as it was taken; and courses offered in any place where acceptable teachers could be made available. The campaign to establish a "floating university" for part-time adult students is traced within the context of the principles and organizational problems of the era's university extension movement and the rapid development of conventional university education. Special attention is paid to the reasons underlying the original proposal's failure (including administrators' self-interest and socioeconomic conditions) and factors leading to the successful establishment of the present-day open university. (Included are 181 endnotes and references.) (MN) information on available resources, a design for services, and sample forms necessary for the identification of at-risk youth. Section 1 describes the Missouri model for at-risk youth that emphasizes completion of graduation requirements and the acquisition of skills for employment. It covers prerequisites for participation, general information, program design, program success, academic credit, and student outcomes. Section 2 defines the programs that may be made available, including assessment and evaluation, educational attainment, guidance and counseling, career awareness and exploration, employment readiness, alternative completion programs, school to work, vocational skills training and job placement, inservice training, and advisory committee. Appendixes include a 14-item bibliography; lists of instructional texts, software, and resources recommended for learning centers; a state resources directory; list of alternative learning center sites; sample input, referral, agreement, and Individual Vocational Education Plan forms; glossary; the Missouri show-me standards, both knowledge and performance; and additional information such as lists of strategies for working with at-risk students, helpful techniques for working with at-risk students, and recommendations for the development of a program for at-risk students. (YLB)

focus on total school reform. The Governor's Workforce Development Council was just beginning to define itself and its mission. The entire work force education and training system was faced with the following needs: developing and identifying emerging skills; knowing of projected job openings; having performance data on programs, courses, and providers; and collecting information on employer needs. Problems with correctional education were data follow-up and transitional support for released inmates. (A list of questions of interest at the public hearing is appended.) (YLB)

ED 404 545 CE 073 580

Wu, Robert T. Y.
Comprehensive High School: An Effective Way To Integrate Academic and Vocational Education in Taiwan, Republic of China.
PUB DATE- 7 Dec 96
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Career Education; Career Guidance; *Comprehensive Programs; *Educational Change; Educational Quality; Foreign Countries; High Schools; Needs Assessment; Program Development; Secondary School Curriculum; Staff Development; *Vocational Education
IDENTIFIERS- *Taiwan

One of the most important educational reforms related to secondary education in Taiwan is the planning of comprehensive high schools. The impetus for their establishment has come from several sources, including increased educational alternatives, integration of academic and vocational education resources to upgrade the quality of education, the combination of the objectives of academic and vocational education, and the flexibility of curriculum to meet students' needs for developing their career potential. From the viewpoint of curriculum design, the important goals should include provision of meaningful educational program alternatives for students not ready to commit to an occupational or college preparatory route, integration of academic and vocational education programs, and delay of students' differentiation in learning programs. Beginning with the 1996 fall semester, comprehensive high school programs require 160 credits for graduation. An important characteristic is the program flexibility in taking courses, learning years, and grading system. Comprehensive high schools are allowed to develop their own curricula and have more control over the implementation. Because such programs increase teachers' workloads, some teachers need inservice training to get a second or third teaching specialty. Occupational programs and facilities should be reorganized and the career guidance function should become a priority for the placement office. (YLB)

Creating Connections Legislative Handbook. A Complete Guide to the 105th Congress--and to Advocating the Economic and Social Value of Vocational-Technical Education to Policy Makers.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Federal Government; Federal Legislation; Government School Relationship; Legislators; *Policy Formation; *Teacher Participation; Teacher Responsibility; *Teacher Role; Vocational Education; *Vocational Education Teachers

This handbook offers suggestions for action to protect the interests of vocational-technical education. Part 1, Advocacy, has four parts: why vocational-technical education professionals should get involved in the legislative process; guidelines for communicating with one's legislator through personal visits, letters/e-mail/faxes, telephone calls, fact sheets, and site visits; guidelines for presenting testimony; and suggestions for political action committees, coalitions, public information campaigns, and individual activities. Part 2, the Legislative Process, provides information about the makeup and workings of Congress. Topics include branches of government, membership, leadership, path of legislation, congressional players, and congressional staff. A glossary of legislative terms is provided. Part 3 discusses participation in the American Vocational Association's (AVA) public policy efforts and congressional resources. It presents information about the benefits of vocational-technical education for use in making one's case and typical questions about school-to-work and vocational education with answers. Appendixes contain the following: federal administration addresses; congressional leadership; committee rosters; state level decision makers; and telephone numbers and addresses of members of Congress. A supplement has the following contents: AVA 1997 legislative award recipients; status reports of relevant legislation; and three position papers: "Fiscal Year 1998 Funding Request"; "Connecting Education and Careers to Prepare America's Students for Success in the Global Workforce:" and "AVA Recommendations for the Reauthorization of the Higher Education Act." (YLB)

employment simulation. To be useful, a simulation must model all of the important skills necessary for a successful transition to work. There are numerous benefits derived from such simulations: learners are provided with opportunities for active experimentation in solving realistic problems; the essential elements of the workplace are experienced but without its attendant hazards; errors can be corrected more readily, and the connections among profitability, team success; and individual work skills are clearly demonstrated. However, to be effective, workplace simulations must feature an accurate underlying model of the workplace, objectives which reflect desirable knowledge, and characteristics of the learning environment, among other things. One such program has demonstrated its use with adolescents and young adults in learning work-transition skills. (RJM) responses to self-administered surveys revealed three correlated higher-order dimensions of behavior: (1) alcohol use and sociability; (2) deviant behavior, including drug use other than alcohol; and (3) rebelliousness. A close relationship among tobacco and cannabis use and deviant behavior was revealed. Results suggest that drug prevention programs that curb initial and regular use of the gateway drugs, such as alcohol, tobacco, and cannabis, may have a broader, spillover impact on other deviant behavior. Results also suggest that programs aimed at both deviance and drug use are worth pursuing and that schools are an important venue for identifying deviant youth. The strong links between alcohol use and sociability underline the need to counteract the social acceptability of drinking and focus on the social contexts in which it occurs. Contains 38 references. (RJM)

ED 404 603   CG 027 572

Pike, William R.
Facing Substance Abuse: Discussion-Starting Skits for Teenagers. Acting It Out Series.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Discussion (Teaching Technique); Health Promotion; Instructional Materials; Prevention; *Role Playing; Secondary Education; *Skits; *Substance Abuse; Teaching Guides

This text attempts to "put a face" on the statistics surrounding drug abuse. It presents real problems, real people, and real dilemmas through the use of plays or skits that tell the story of substance abuse. It attempts to challenge readers--both teachers and students--with hard questions and asks them to look at their own behaviors and to examine the consequences of their behaviors. The book is designed to keep teenagers talking about the substance abuse they see in their own lives and in the lives of people around them. It is intended to be used on an impromptu basis--without props or preparation--in a classroom or small-group setting. Detailed stage directions are included to help the reader better imagine the characters, their personalities, and their actions. The volume is divided into six sections: (1) Health Issues; (2) Abuse and Addiction Issues; (3) Social Issues; (4) Interpersonal Issues; (5) Legal Issues; and (6) Solutions. Each skit is followed by a list of questions designed to stimulate discussion. Contains a brief index of topics. (RJM)

The First R: Every Child's Right to Read. (Language and Literacy Series).
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Rights; Classroom Environment; Elementary Education; Language Acquisition; *Literacy; Low Income; *Reading Comprehension; *Reading Difficulties; *Reading Processes; Student Evaluation; *Theory Practice Relationship
IDENTIFIERS- *Educational Issues

This book suggests that learning to read should be a right for all children. From this viewpoint, the book constructs a bridge between current knowledge of reading processes and educational practice by incorporating a comprehensive range of theory, practice, and research, and a solid foundation in education and psychological science. Topics covered include: the centrality of literacy to school success; writing systems as a springboard to reading; the nature of reading disabilities; the implementation of new literacy programs; ways of fostering reading comprehension; contemporary approaches to assessment; and suggestions for some common ground for those with holistic and traditional views. Articles in the book are: "The Continuing Quest toward Literacy for All Children" (M.F. Graves); "Literacy and Learning" (E.L. Boyer); "Creating and Sustaining a Love of Literature...And the Ability to Read It" (E.H. Hiebert); "What It Means to Learn to Read" (C.A. Perfetti and S. Zhang); "Looking beyond Ourselves to Help All Children Learn to Read" (B.M. Taylor); "Literature-Based Curricula in High-Poverty Schools" (R. Allington and others); "Questioning the Author: An Approach to Developing Meaningful Classroom Discourse" (M.G. McKeown and others); "Howling in the Wind: Academics Try to Change Classroom Reading Instruction" (S.J. Samuels); "Preventing and Remediating Reading Disabilities: Instructional Variables That Make a Difference for Special Students" (J.K. Torgeson and S.A. Hecht); "How Do Children Understand What They Read and What Can We Do to Help Them?" (T. Trabasso and J.P. Magliano); "On Becoming Literate: The Many Sources of Success and Failure in Reading" (P. van den Broek); "Improving the Literacy Achievement of Low-Income Students of Diverse Backgrounds" (K.H. Au and C.L. Asam); "Assessing Critical Literacy: Tools and Techniques" (R. Calfee); "Improving Literacy Instruction and Assessment for All Children" (S.M. Watts); and "Reclaiming the Center" (P.D. Pearson). (NKA)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Instructional Development; Instructional Improvement; *Interdisciplinary Approach; Teacher Competencies; Teaching Methods; *Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- Academic Discourse Communities; Faculty Attitudes

The contact zones in teaching writing are connected in multiple ways. A principal concern is how students learn to write for the disciplines, but the focus is the relationship between composition specialists and their colleagues throughout the disciplines. In the early days of writing across the curriculum (WAC), writing was seen primarily as a mode of expression and a way to encourage critical thinking. English departments held workshops for colleagues from other disciplines and those faculty members then gave students write-to-learn assignments ranging from journals to response papers. The second stage of WAC acknowledges the different discourse communities in the university and designing writing programs--writing in the disciplines (WID). WID courses teach majors to read, write, and think in specific disciplines and makes students more flexible writers. WID can be taught in the composition class, using WAC Readers, which contain model texts and explanatory apparatus, or the WID texts with only discipline-specific texts, enabling instructors trained only in English literature to teach outside their fields. Or members of other disciplines can teach English composition instructors how to teach writing appropriate to their fields. Learning to master different styles of writing directly relevant to their academic lives allows students to think of themselves as academic writers. (CR)

WAC and educational reform at a national level. Using E. Guba and Y. Lincoln's "Fourth Generation Evaluation" to craft, integrate, and assess a WAC program customized to complement the unique context of its home institution, an advisory committee of 14 members designed a WAC program. B. Walvoord's "Writing across the Curriculum: A Guide to Developing Programs" was used to review the Training Model, the Conversion Model, the Problem-Solving Model, and the Faculty Dialogue Model. An Emergent Model for Integrating WAC includes a tool for integrating WAC into the various disciplines of the college, enabling involvement for almost every member of the faculty. Its components are: case study, with data collection from three sources (triangulation): faculty, college's public the Curriculum (WAC) smoothly shift educational paradigms? A clarification of documents, and contextual observations; determination of the WAC mission for use by each department's needs; intra-departmental negotiation; college-wide workshops to raise awareness and promote faculty dialogue; and context integration, in assessing the missions and objectives of the WAC program. (Contains 7 references; sample faculty dialogue model and Emergent Model for Integrating WAC are appended.) (CR)

ED 404 664 CS 215 760

Lott, Carolyn, Ed.; Stone, Janet, Ed.
Ease into Writing. Volume 1.
PUB DATE- 97
NOTE- 170p.; For Volume 2, see CS 215 761.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)
DESCRIPTORS- *Class Activities; Fairy Tales; Intermediate Grades; Lesson Plans; Middle Schools; News Writing; Poetry; Secondary Education; Technical Writing; Writing Assignments; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Process Approach (Writing)

Addressing the expressed needs of the writing community, this book presents writing lessons for intermediate, middle school, and secondary school students that incorporate the 5-step writing process into content areas as a natural part of the curriculum. The 30 lessons in this book involve students in large and small groups and in individual activities, call for minimum teacher preparation, and present successfully proven practices for involving students in writing as a learning tool and as a skill in communication. After an introduction that describes the process approach to writing instruction, lessons in the book involve mapping skills, point of view, writing news stories, poetry, fairy tales, subtext, technical writing, and tone. Each lesson presents objectives, materials needed, and advice on each stage of the writing process. Many of the lessons in the book also provide grade level modifications and extension activities. Appendixes present advice on teaching basic skills quickly, and instructions for creating bound books. (RS)

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Debate; Donors; *Endowment Funds; Financial Needs; *Financial Support; *Fund Raising; Higher Education; Program Attitudes; Student Participation
IDENTIFIERS- *Alumni Relations; Cornell University NY

Every year more intercollegiate speech and debate programs are eliminated from universities and colleges. Shrinking resources for higher education make it difficult to sustain extra or co-curricular activities without endowments and alumni support. Alumni support begins by cultivating a respect in undergraduates for speech and debate as a privilege. As alumni, they should be encouraged to give something back to their former speech program; they should be honored with traditions, stories, respect as graduates of a distinguished program. Alumni relations begin with contact, a steady flow of mail informing alumni about what and how the debate program has been doing both financially and in terms of performance. Demonstration debates for alumni are also a good idea. Before soliciting funds, it is helpful to have a brochure that describes and advertises the program; data bases should be created; and advice sought from development offices. According to David Dunlop, director of special gifts at Cornell University, there are several methods of fund raising, including speculative fund raising, individualized fund raising, and nurturing fund raising. Speculative fund raising consists simply of asking for gifts, while individualized and nurturing fund raising consist mainly of cultivating a relationship that will yield gifts, probably large gifts, eventually, over time. The latter is far more effective in raising large amounts of money for endowments. (Examples of fund raising appeals are attached.) (TB)

correctional philosophy, community response to drugs and crime, crime prevention, criminal justice statistics, dropout prevention, and existing laws on violent crime. The bibliography also provides the stock number, price and extensive ordering information for each publication. Items in the bibliography were published between 1988 and 1995. (RS)

ED 404 705   CS 509 456

Resolved: That the Federal Government Should Establish a Program To Substantially Reduce Juvenile Crime in the United States. National Debate Topic for High Schools, 1996-97. 104th Congress, 2nd Session.
PUB DATE- 96
NOTE- 93p.; Contains small print. For subject bibliography, see CS 509 455.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alcohol Abuse; Annotated Bibliographies; Correctional Rehabilitation; *Debate; Delinquency; *Delinquency Prevention; Drug Abuse; *Federal Government; High Schools; High School Students; *Juvenile Gangs; *Juvenile Justice; Laws; Mass Media Effects; Mass Media Role; School Security; *Violence; Youth Problems
IDENTIFIERS- *National High School Debate Resolutions

Sampling the wide spectrum of opinions reflected in the current literature on the topic, this booklet presents an annotated bibliography and other materials designed to assist high school debaters in researching whether the United States government should establish a program to substantially reduce juvenile crime in the United States. The approximately 500-item bibliography in the booklet presents annotations of monographs, journal and magazine articles, reports, and Congressional publications published between 1991 and 1996, and is divided into the following sections: general (juvenile delinquency and trends in urban crime); causes of juvenile delinquency and violence; administration of juvenile justice; delinquency prevention and intervention; drug and alcohol abuse; gangs; school violence and security; and violence in mass media. A guide to information sources on the topic, and a list of available government publications on the topic are attached. (RS)

Construction has attempted to improve minority business-enterprise participation in public-school construction projects funded through the state's Public School Construction Program. This report describes outcomes of the committee's efforts during fiscal year 1995. The first section briefly summarizes major program activities to improve the participation of minority business enterprises in school construction projects. The second section describes how the Public School Construction Program was created and presents data on minority business-enterprise participation for state funds during 1995. During 1995, the committee awarded contracts for 119 projects. The minority business-enterprise participation in total contract costs was almost $9 million, or 3.75 percent. Data also show minority business-enterprise participation for state funds for the years 1990-95. Section 3 highlights the direct contracts and purchases of the Public School Construction Program. Contact information and 1995 data on state-funded school-construction contracts, state funds paid to minority business enterprises, and public school construction-program operational expenditures are included. (LMI).

ED 404 725　　　　EA 027 899

Maintenance Survey Report for Public School Buildings.
PUB DATE- Nov 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; Program Evaluation; Public Agencies; *Public Schools; Repair; *School Buildings; *School Maintenance; *State Standards
IDENTIFIERS- *Maryland

Proper maintenance is necessary for all public school facilities. In Maryland, both the Board of Public Works and the Interagency Committee on Public School Construction (IAC) work to improve public school maintenance. Since 1980 the IAC has conducted a survey of selected Maryland schools to assess the quality of local maintenance programs in 106 school facilities that received State Public School Construction Program funding. This report summarizes the findings of an evaluation that assessed the quality of local maintenance programs in approximately 100 Maryland public school facilities. Thirty-four systems and components within each school were surveyed and used to generate an overall rating for the school. Of the 1,565 surveys conducted since 1980, 88 percent earned ratings of "superior/very good" and "good." Action is being taken to improve existing conditions in schools that received "fair" ratings. No schools received a "poor" rating during 1995. Data for 1980-95 and school-by-school ratings for 1995 are also provided. (LMI)

Regression (Statistics); Standardized Tests; *State Norms; *Teacher Associations; *Unions

During the 1996 electoral season, public schools and teachers' unions have been repeatedly attacked by Republican candidates as the cause of intellectual and moral decline among American youth. The Institute for Wisconsin's Future initiated an updated review of the impact of collective bargaining among teachers on the performance levels of school children. This document presents findings of their study, which examines the impact of collective bargaining along with that of region, family income, race, school spending, and levels of private school attendance. The study focused on the relationship between high, medium, and low levels of unionization among teachers and the test scores of public school students on the 1995 Scholastic Aptitude (SAT) College Entrance exams and the 1994 National Assessment of Educational Progress (NAEP) fourth-grade reading tests in a state-by-state comparison. Findings indicate that student performance on the tests was significantly better in states with high levels of unionization with all other variables held constant. Average student scores on the SAT exams were 43 points higher in states where over 90 percent of teachers were unionized than in states where less than 50 percent of the teachers were covered by collective bargaining or meet-and-confer agreements. Furthermore, when collective bargaining was removed from the analysis, scores dropped in all states. Those factors found to be significantly related to poor performance included low household income, race (which was correlated with other measures of socioeconomic deprivation), large class size, high absenteeism, and higher rates of private school attendance. The underlying causes of poor performance among children were primarily socioeconomic factors in children's lives and the lack of adequate educational resources. Seven tables are included. (Contains 12 references.) (LMI)

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ability Identification; Black Students; Child Advocacy; Cultural Differences; Educational Legislation; *Educational Strategies; Elementary Secondary Education; *Gifted; Hispanic Americans; Home Schooling; Inventions; Language Minorities; Magnet Schools; Mathematics Education; Minority Group Children; Parent Rights; Parent School Relationship; Science Education; *Student Development; *Talent; *Talent Development

IDENTIFIERS- African Americans; Texas

This document consists of the four issues of "Tempo," the newsletter of the Texas Association for the Gifted and Talented (TAGT), published during 1996. Each issue focuses on a specific theme, such as math and science instruction, culturally diverse gifted students, parents and teachers working together, and future challenges. Articles include: "Science Education for Gifted Students" (Joyce VanTassel-Baska); "Young Math Whizzes: Can Their Needs Be Met in the Regular Classroom?" (Ann Lupkowski-Shoplik); "Nurturing Future Edisons: Teaching Invention to Gifted Students" (Jonathan Plucker and Michael E. Gorman); "Recruiting and Retaining Diverse Students in Gifted Education" (Donna Y. Ford and J. John Harris); "Hispanic and Gifted/Talented: Can You Be Both?" (Rebecca V. Rendon); "The Education of a Gifted Non-English Speaking Immigrant" (Becky Alanis); "Discovering and Nurturing Talents in Young Hispanic Students" (Marta Mountjoy); "Alternate Identification for Gifted African-Americans" (Donna Ashby); "Thinking about the September Challenge" (Donna Enersen), which discusses parents and teachers working together; "Advocating for Appropriate Education for Your Child" (Colleen Elam); "A Taste of Gifted and Talented for Parents" (Elma Torres); "Texas Law and Parent Rights and Responsibilities" (Ann Wink); "A Thoughtful Look at the Concept of Talent Development" (Francoys Gagne); "There and Back Again: Searching the Past for Future Answers" (Michael W. Cannon); "Magnet Programs for Gifted Girls: A Parent's Perspective" (Ava Welge and Beth Fouse); and "Home Schooling Gifted Children: The Ultimate Pullout Program" (Brooke Randal). Some articles include references. (CR)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Definitions; *Disabilities; Disability Discrimination; Economic Factors; Foreign Countries; *Ideology; Political Influences; *Research Design; *Social Attitudes; Social Bias; *Social Influences
IDENTIFIERS- *Medical Model

This report explores current assumptions about the social and scientific formulations and treatments of disability that currently underlie the research agenda in the disability field. Formulations that focus on disability as residing in the individual (Individual Pathology) are discussed. Treatment strategies resulting from this definition of disability include the biomedical approach, which emphasizes the biomedical origin of disability, and the functional approach, which focuses on ways of treating functional incapacity through amelioration and enabling strategies to assist people to develop their potential. Formulations that focus on the sociopolitical nature of disability (Social Pathology) are also examined, including the environmental approach, which focuses on the interaction between individuals and their environments, and the rights-outcome approach, which focuses on broad systemic factors that keep certain people from participating as equals in society. The social, economic, ethical, and professional forces that shape research agendas are reviewed. These include the impact of economic neoconservativism, utilitarianism as the underlying principle for research and professional practice, and a research culture driven by objectivity and positivism. The research community is urged to recognize the forces that shape the questions they ask and the criteria of validity they adopt in disability research. (CR)

Pupil Personnel Services; Teacher Collaboration; Teaching Models; *Team Teaching

This issue brief discusses three key strategies for providing special education and related service support to all students with disabilities in general education settings: (1) interdisciplinary instruction, (2) team teaching, and (3) block scheduling. Interdisciplinary instruction in the special education context is extended to include speech and language, motor, and social-emotional development as part of "embedded skills instruction" in an integrated curriculum. It requires that related service personnel and teachers coordinate curriculum planning and share instructional strategies and teaching responsibilities. Team teaching involves related service personnel sharing both planning and teaching responsibilities for small groups, including students whose Individualized Education Programs call for specific services, in the general education classroom. Block scheduling in the special education context refers to the way related services are scheduled so students can be supported during longer periods of time in general classroom activities. Related service personnel add up the hours allocated for a given student and multiply them by the number of special education students being served in that classroom to get the block of time to be spent in a given classroom. (DB)

investigation studied the effects of having personal assistants for children with disabilities in schools in five municipalities. Results found that the number of divorces was much higher in families with children with physical disabilities than those with intellectual disabilities and that women with children with physical disabilities worked outside the home to a lesser extent than women with children with intellectual disabilities. Findings also indicated that personal assistants made the parents feel safe and relieved that their children were receiving good care; however, the school staff sometimes found the personal assistants difficult to deal with because they were outside the school system. (CR)

ED 404 823 EC 305 344

Southeastern Institute for Faculty Training (SIFT): A Training Model for Systems Change. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 17 Jan 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; *Faculty Development; Higher Education; *Inservice Teacher Education; Program Evaluation; Teaching Models
IDENTIFIERS- Individuals with Disabilities Education Act Part H

This report describes a training program designed to assist 15 Southeastern states in preparing quality early intervention personnel to serve young children with disabilities and their families. The goals of the project are described, including: (1) increasing states' progress in implementing the personnel preparation component of Part H of the Individuals with Disabilities Education Act by facilitating linkages between institutions of higher education and state agencies; (2) increasing higher education faculty members' knowledge and skills related to providing effective and innovative Part H inservice training; (3) assisting faculty in embedding state-of-the-art information related to Part H content and training into the inservice training they provide to practitioners; (4) evaluating the impact of the training model on states and on faculty; and (5) disseminating training information and resources through a network of higher education faculty, state agency representatives, and other organizations. Critical components of the project's model are described, which include stakeholder support and vision, leadership commitment, individual and state needs assessment, infusion of information and activities to meet individual and state needs, action planning, and follow-up support during implementation. Products, presentations, and publications from the project are listed. (Contains 34 references.) (Author/CR)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Acculturation; *Cultural Awareness; *Cultural Education; *English (Second Language); Foreign Countries; *Foreign Nationals; Higher Education; Instructional Effectiveness; Questionnaires; Second Language Learning; *Second Languages; Statistical Analysis; *Student Attitudes; Undergraduate Students
IDENTIFIERS- Thailand; *Thai People

A study investigated how teaching students of English as a Second Language (ESL) about American culture would affect their attitudes toward both American and their native cultures. Subjects were 61 freshman and sophomore Thai students of English in a Thai university, divided into an experimental group (n=31), which attended a course on American culture, and a control group (n=30). On a questionnaire, the students ranked, in order of importance, 18 values important to Thais. They then rated Thais and Americans on five-point scales with respect to those values. In addition, students in the experimental group were interviewed after the semester. Results indicate that as predicted, attitudes toward the native culture did not change, but attitudes toward the American culture did not improve significantly either, contrary to expectation. It is concluded that while a course such as the one offered may not affect attitudes positively, it may be useful in a second language program if it helps meet students' language needs. Some statistical data are included. (MSE)

(Languages); *English (Second Language); Foreign Countries; Interference (Language); Japanese; *Language Rhythm; *Phonology; *Poetry; *Pronunciation Instruction; Second Language Instruction; *Stress (Phonology); Suprasegmentals

IDENTIFIERS- Lear (Edward); *Limericks

The role of phonology in communication is explored, and it is argued that explicit instruction in English phonology for learners of English as a Second Language (ESL) is a valuable aid in promoting communicative competence. Further, it is proposed that limericks can be used as a means for classroom instruction in English phonology. Focus is on ESL instruction for native speakers of Japanese, and the particular problems, often with suprasegmentals, encountered by those learners. An approach to teaching English phonology using the limericks written by Edward Lear in the nineteenth century is described. The technique addresses three important suprasegmental features: stress, unstress, and stress-timed rhythm. A limerick exercise is described. The poems are found particularly useful because they are short, rhyme well, are easy to memorize, and usually include a drawing that helps convey meaning. More conversationally-based, rhythmic language forms such as jazz chants are proposed as a next step in communication-based phonological instruction. Contains 28 references. Five additional Lear limericks are appended. (MSE)

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; Computer Assisted Instruction; Feedback; Learning Theories; *Listening Comprehension; *Listening Skills; *Multimedia Instruction; Multimedia Materials; *Natural Language Processing; Programmed Instructional Materials; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; Teaching Methods
IDENTIFIERS- Rosetta Stone Language Library

This brief report describes the Rosetta Stone Language Library, a set of multimedia second language instructional materials. These materials emphasize comprehension of spoken language as the first step to acquiring fluency, sometimes referred to as the "comprehension approach" or "natural approach." The materials are designed to develop language learners' listening skills, using pictures to create contexts where meaning is clear, elicit responses, and provide immediate feedback. Seven core themes of the comprehension approach are identified, with reference to a number of language learning theorists and to testimonials about the materials themselves. (MSE)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Students; *Community Colleges; Dropout Rate; Foreign Countries; Grade Point Average; Graduation; Higher Education; Longitudinal Studies; *Transfer Students; Two Year Colleges; Universities
IDENTIFIERS- Canada; York University ON

This study compared the academic performance of community college students who transferred to the Faculty of Arts at York University in Ontario (Canada) to the performance of students with Ontario Academic Credit (OAC) backgrounds admitted to the same faculty between 1987 and 1992. The academic performance of 155 community college transfer students and 2,746 regularly admitted students with an OAC background was compared. It was found that community college students did as well, or better, academically than direct entry high school students. Community college transfer students did not proceed toward a degree at the same rate as direct entry students, however, taking approximately one-half a course less per year. Community college students were also more likely to be non-completers/drop-outs/stop-outs (40.7 percent compared to 25.3 percent), and were less likely to graduate (48.4 percent compared to 61.3 percent), compared to direct entry students. However, community college students awarded advanced standing were more likely to persist and graduate compared to community college students not awarded advanced standing. (Contains 11 references.) (MDM)

ED 404 904 HE 029 908

Grayson, J. Paul
Under- and Over-Achievement in First Year.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Freshmen; Foreign Countries; *Grade Point Average; Higher Education; Majors (Students); *Overachievement; *Predictor Variables; Standardized Tests; Student Attitudes; *Underachievement
IDENTIFIERS- Canada; York University ON

This study examined factors contributing to under- and over-achievement in first-year college students at York University in Ontario (Canada). The difference between predicted and actual first-year grades of a sample of 1,229 students entering York University in 1994 was examined on the basis of information obtained from administrative records, a mailed survey carried out before the start of classes, and a mailed survey completed at the end of the first year. Overall, students were likely to receive lower than expected grade point averages (GPAs) if they had high Ontario Academic Credit (OAC) marks, were in science, believed at the beginning of the first year that family problems would interfere with their studies, or were employed. Students likely to get higher than expected GPAs were in environmental studies, were highly involved in their classes, and earned relatively high numbers of course credits. (Contains 17 references.) (MDM)

ED 404 905 HE 029 909

Grayson, J. Paul
Racial Origin and Withdrawal from University.
PUB DATE- Dec 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; *Academic Persistence; Black Students; *College Students; Dropout Research; Foreign Countries; *Grade Point Average; Higher Education; Indians; *Predictor Variables; Racial Differences; Racial Factors; School Holding Power; Sex Differences; *Student Attitudes; White Students
IDENTIFIERS- Canada; Chinese Canadians; York University ON

This study examined voluntary and involuntary withdrawal rates of students of various racial origins at York University in Ontario (Canada). Data were obtained from three surveys of first-year students conducted in 1993, 1994, and 1995, and involving 1,864 students. Information on Ontario Academic Credit (OAC) marks, first year grade point averages (GPAs), and enrollment status at the beginning of the second year was obtained from school records. It was found that differences in retention rates for Blacks and students of South Asian, Chinese, "other" non-European, and European origins were small. Only gender, perceptions of the value of a degree, a belief that students will return for a second year, and GPA were of utility in predicting voluntary withdrawal at the end of the first year. Increased hours of employment and living in temporary accommodations contributed to involuntary withdrawal. Similarly, being Black or of "other" racial origin also had a

ED 404 925 HE 029 930

Dubeck, Leroy W.
Budget Handbook for College Faculty and Staff. To Promote Academic Justice and Excellence Series.
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgets; *College Administration; College Faculty; College Planning; Financial Exigency; *Financial Policy; Higher Education; *School Accounting; Teacher Participation

This handbook, written primarily to help faculty members with little prior experience in college or university budgeting, provides a self-help approach to basic budgetary matters. It describes the kinds of funds and other accounting terms found in college and university budgets as well as the accounting principles governing colleges and universities. There are also descriptions of the major components of an institution's income such as federal, state, and local appropriations (including formula funding), tuition grants and contracts, gifts, and sales and services of auxiliary enterprises such as institution-owned hospitals. It also considers factors in projecting future income such as demographics in relation to enrollments and such major components of an institution's expenditures as instruction, research, public service, academic support, student services, institutional support, operation and maintenance of physical plant, scholarships, auxiliary enterprises, and hospitals. The constraints of the typical budget are described such as personnel and other mandated expenses. The guide defines fiscal crisis, distinguishes fiscal crisis from a reallocation of funds, and details strategies for dealing with such crises. There is also a summary of sources for budgetary information about a given institution. Two appendices include an annotated bibliography of 10 items and the National Education Association Policy Statement on Part-Time, Temporary, and Non-Tenure Track Faculty Appointments. (Contains 26 reference notes.) (JLS)

ED 404 926 HE 029 931

Lott, Bernice, Ed.; Reilly, Mary Ellen, Ed.
Combatting Sexual Harassment in Higher Education.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; *College Faculty; *College Students; Compliance (Legal); Court Litigation; *Educational Environment; Feminist Criticism; Grievance Procedures; *Higher Education; Legal Responsibility; Policy Formation; School Policy; Sex Fairness; *Sexual Harassment; Student Behavior; Teacher Behavior; Teacher Student Relationship

This book presents 18 papers on issues in sexual harassment within the higher education setting. It notes that only within

ED 404 945 HE 029 960

Future Funding for Medical Education and Research in Minnesota. A Report to the Legislature and Recommendations for Continued Study.
PUB DATE- Mar 94
NOTE- 48p.; For related documents, see HE 029 962-963.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Costs; Definitions; *Financial Support; Higher Education; *Medical Education; *Medical Research; Program Descriptions; *Public Policy; State Government; State Programs; Statewide Planning
IDENTIFIERS- Health Care Reform; *Minnesota

This report provides an overview of Minnesota's Medical Education and Research Costs (MERC) project, which was undertaken to gather data on the costs of medical education and health care research conducted by hospitals, medical centers, and health maintenance organizations and to develop mechanisms to assess the costs across the health care system. It addresses the definition of "medical education" and "health care research," the development of methodologies to distribute costs, state policy goals for medical education and research funding, possible state responses to national health care reforms, criteria to guide the future funding of medical education and research, and allocation of medical education and research funds. An overview of the current medical education and research funding environment is included. The report recommends that the state legislature charge the Commissioner of Health to complete the MERC project and submit a report by February 1995, and that the commissioner establish an advisory task force of representatives of all major stakeholders to assist in the completion of the project. (MDM)

ED 404 946 HE 029 962

Medical Education and Research Costs (MERC). A Final Report to the Legislature.
PUB DATE- Feb 96
NOTE- 77p.; For related documents, see HE 029 960 and HE 029 963.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Costs; *Financial Support; Health Personnel; Higher Education; *Medical Education; *Medical Research; Physicians; Program Descriptions; *Public Policy; State Government; State Legislation; State Programs; Statewide Planning
IDENTIFIERS- Health Care Reform; *Minnesota

This final report discusses the activities of Minnesota's Medical Education and Research Costs (MERC) project, which was undertaken to gather data on the costs of medical education and health care research conducted by hospitals, medical centers, and health maintenance organizations and develop mechanisms to assess the costs across the health care system. It describes the activities of the MERC Advisory Task Force in regard to the development of structural and financing reforms for the funding of medical education and research. The report calls for the establishment of a medical education and research trust fund, the creation of a MERC Advisory Commission to administer the trust fund, the establishment of a medical education and

ED 404 964 HE 029 993

Newman, Mark
Agency of Change. One Hundred Years of the North Central Association of Colleges and Schools.
PUB DATE- 96
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Books (010)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Educational Change; *Educational History; Educational Innovation; Educational Quality; Educational Trends; Higher Education; Institutional Evaluation
IDENTIFIERS- *North Central Association of Colleges and Schools

This volume was commissioned to mark the centennial of the North Central Association (NCA) of Colleges and Schools in 1996. It reviews the organization's history and explores the internal culture of the NCA, the role of accreditation, and the unique relationship between educational voluntary associations and the federal government. The book sees the NCA as an agency of change, attempting to maintain relevance and effectiveness. The first chapter looks at the conditions after 1865 that stimulated the founding of the organization in 1896. Chapter 2 explores the first 5 years of the organization, while the next chapter examines the first re-creation resulting from the rise of accrediting from 1901 to approximately 1916. Chapter 4 recounts the first phases of the second re-creation, the development of a new theory of accreditation, and the role played by the NCA as an educational reformer between 1916 and the early 1940s. Chapters 5, 6, and 7 focus on developments in higher education, schools, and the various research commissions between 1945 and the mid-1970s with changes at the Association level covered in Chapter 7. The final chapter covers the post-1970 reform movement and government's increasing impact on accrediting commissions. Also included are 50 photographs of notable educators. (Individual chapters contain reference notes and an overall bibliography contains approximately 150 references.) (CH)

ED 404 965 HE 029 994

Patterson, David
When Learned Men Murder. Essays on the Essence of Higher Education.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; Educational Principles; Educational Responsibility; European History; Higher Education; *Humanism; Humanistic Education; *Humanities; Humanization; *Jews; Politics of Education; Role of Education; Values; *World War II
IDENTIFIERS- Germany; *Holocaust

This book focuses on the Wannsee Conference (Berlin, Germany, 1943) where Germany's "learned men" gathered to work out a "final solution" for the Jewish "problem." It addresses the issue of what had gone wrong with the education system when the men attending this conference (who had received its highest degrees) could plan such a massive crime yet see this crime as

ED 404 983 IR 018 241

CNN Newsroom Classroom Guides. January 1-31, 1997.
PUB DATE- Jan 97
NOTE- 100p.; There are no guides for January 1-3 and January 20.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of January, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: U.S. House of Representatives prepares for ethics battle, diplomatic immunity, IRA (Irish Republican Army) attack in Belfast, Ireland, Newt Gingrich re-elected Speaker of the U.S. House of Representatives, Boris Yeltsin hospitalized, and two pipe bombs explode in Tel Aviv, Israel (January 6-10); five years after the "Earth Summit," the goals of that meeting have yet to be met, letter bombs are mailed to London and United Nations offices of Al-Hayat, an Arab-language newspaper, Israel and the PLO (Palestine Liberation Organization) reach an agreement on the future of Hebron, a study of latex gloves raises concern in the medical community, and two explosions damage a family planning clinic in Atlanta, Georgia (January 13-17); Bill Clinton sworn in as U.S. President in inaugural ceremonies, U.S. House sanctions Newt Gingrich, Roe v. Wade anniversary rekindles the debate over abortion, space shuttle Atlantis returns to earth, and Madeleine Albright sworn in as Secretary of State (January 20-24); riots in Albania, new leads in Olympic Park bombing, presidential and parliamentary elections held in Chechnya, U.S. President Clinton proposes education aid, Federal Bureau of Investigation cracks down on software piracy, U.S. State Department issues its annual report on the status of worldwide human rights, and U.S. Senate Judiciary Committee approves balanced budget constitutional amendment (January 27-31). (SWC)

ED 404 984 IR 018 242

CNN Newsroom Classroom Guides. February 1-28, 1997.
PUB DATE- Feb 97
NOTE- 99p.; There is no guide for February 14.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN

ED 405 002 IR 056 281

Hahn, Karla
An Investigation of an E-Mail-Based Help Service.
PUB DATE- Jan 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Discourse Analysis; *Electronic Mail; Higher Education; Information Seeking; *Information Services; Information Technology; Interviews; Problems; *User Needs (Information)
IDENTIFIERS- *Help Systems; *Question Answering

Many organizations are currently experimenting with providing help services via e-mail. This investigation used content analysis of service logs and interviews with staff and users of a successful service to identify participants' models of ideal exchanges and the impacts of the communication medium on service provision. Participants' models of ideal exchanges include single concise question/response pairs and extended dialogue. Staff are more likely to consider dialogue as typical, while users seem to almost exclusively consider the minimum exchange as normal. Content analysis of service logs suggests that most exchanges are simple question/answer pairs and that users tend to make explicit requests for instructions, explanations, brief informational answers to specific questions, or staff action on behalf of the user. Interviewees identified a range of both benefits and limitations conferred by the use of e-mail as the main medium of communication. While e-mail offers real benefits in terms of increased service access, convenience, and staff efficiency, it also makes service provision subject to time lags and loss of communication richness. One of the main problems participants face is the frequent occurrence of incomplete information. Users tend to either underspecify their request or omit needed information while staff often respond incompletely to queries. Evidence was also found to support the idea that users may feel freer to express negative attitudes and emotions via e-mail as opposed to face-to-face communication. This research suggests that the use of e-mail powerfully influences both the nature of a help service and its perception by users. (Author)

ED 405 003 IR 056 322

Johnston, Wanda K., Ed.; Roark, Derrie B., Ed.
A Copyright Sampler. CJCLS Guide #2.
PUB DATE- 96
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *College Libraries; Community Colleges; Computer Software; *Copyrights; Distance Education; Downloading; *Fair Use (Copyrights); Federal Regulation; Higher Education; Interlibrary Loans; Legal Responsibility; *Library Guides; Library Personnel; *Library Policy; Library Services; Library Surveys; Media Adaptation; Music; Plagiarism; Postsecondary Education; Reprography; Users (Information); Videotape Recordings

ED 405 020 JC 970 079

Hu, Nan Brian; And Others
Planning and Developing Community Colleges in China.
PUB DATE- Aug 96
NOTE- 29p.; Paper presented at the Conference "Toward the 21st Century: The Trends in World Education Development and China's Education Reform," (Washington, DC, August 17-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Community Colleges; Comparative Education; Economic Progress; Educational Change; *Educational Needs; Foreign Countries; *Program Development; Socialism; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *China

Although China has expanded its system of short-cycle vocational and technical education in recent years to respond to its rapid economic development, most programs are narrowly focused on special technical areas and offer few general education or personal development components. As such, China's technical institutions differ greatly from community colleges in the United States, which offer pre-baccalaureate and transfer, vocational and technical, continuing and adult, and developmental and basic skills education, and provide open access to the community. In reforming its educational system to develop a community college with Chinese characteristics, China should develop a system that is consistent with the philosophy of socialism, meet both social and individual needs through economic development, increase and popularize education in rural and remote areas, strive to increase living standards, and explore more efficient methods of delivering instruction. A short term plan developed by the U.S.-China Education Foundation, a New York-based research and advocacy group, proposes the following: (1) establish a planning committee to establish objectives, timelines, and budgets; (2) undertake exchanges with the United States to share ideas; (3) conduct surveys to establish the educational needs of communities, business and industry, teachers, and students; (4) develop a few 2-year career programs within existing institutions; and (5) establish a governing board and a long-term plan for the future. Contains 13 references. (HAA)

ED 405 021 JC 970 127

Grubb, W. Norton; And Others
Community College Innovations in Workforce Preparation: Curriculum Integration and Tech-Prep.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Curriculum Development; *Educational Innovation; Instructional Innovation; Interdisciplinary Approach; *Labor Force Development; Learning Strategies; Outcomes of Education; Program Effectiveness; *Tech Prep; Two Year Colleges; Vocational Education

ED 405 038 JC 970 148

Traditional Knowledge: An Implementation Workplan for Aurora College.
PUB DATE- Jun 96
NOTE- 28p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; American Indian Education; *Canada Natives; College Administration; Community Colleges; *Cultural Awareness; Cultural Traits; *Educational Environment; Educational Facilities Improvement; Financial Support; Foreign Countries; *Organizational Development; *School Culture; Student Personnel Services; Two Year Colleges
IDENTIFIERS- Aurora College NT

Prepared as part of an effort to make Aurora College, in the Northwest Territories, Canada, more responsive to the Native American communities that form its primary student base, this plan outline strategies for infusing traditional knowledge into the college's day-to-day operations. Following introductory sections describing traditional knowledge and its role at Aurora College, the college's general vision for implementing traditional knowledge is described, suggesting that it will help provide students with a sense of ownership and belonging, establish a culturally dynamic atmosphere, and help students approach the contemporary world using the spirit and wisdom of their people. Next, specific initiatives are discussed for the following areas: (1) administration, including in-house activities to coordinate implementation and efforts to broaden the influence of traditional knowledge; (2) staff, including the development of a staff that reflects the population served and efforts to promote staff understanding of traditional knowledge; (3) programs, including efforts to enhance delivery, conduct research and evaluation, and form liaisons with communities and traditional knowledge holders; (4) facilities, including displays of First Nations art and culture on campus and the establishment of healing and counseling facilities; and (5) support services, such as library collections that include traditional knowledge materials and student support and wellness groups. Strategies for meeting challenges in implementing traditional knowledge are then presented with respect to funding, human resources, and logistics. Finally, an implementation schedule for 1996-97 to 1998-99 is presented. (HAA)

ED 405 039 JC 970 149

A Blueprint for the Future: Corporate Plan, 1995-2000.
PUB DATE- 95
NOTE- 73p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Planning; Community Colleges; Community Involvement; Educational Needs; *Institutional Mission; Needs Assessment; *Organizational Objectives; *School Culture; *Strategic Planning; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Aurora College NT

Providing a blueprint for the future of Aurora College (AC), in

ED 405 056 JC 970 184

Quinley, John W.
National Workforce Development Study in the Community College.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; Community Colleges; *Educational Needs; *Employer Attitudes; *Job Training; *Labor Force Development; National Surveys; *Participant Satisfaction; Program Development; Program Effectiveness; Program Implementation; Two Year Colleges; Vocational Education

To gather information on the workforce training and retraining needs of American businesses and how community colleges can best meet those needs, a study was conducted of recipients of workforce education and training nationwide. One-hundred and four community colleges in 27 states participated in the study, sending questionnaires to 4,703 American-based employers who had been served by the colleges in 1994-95. In addition, the colleges were asked to complete one-page summaries describing exemplary workforce programs and factors that affect the success of workforce education. Major findings and recommendations from the study, based on questionnaires received from 2,473 employers and summaries received from 56 colleges, included the following: (1) 35.3% of the businesses served were in the industrial/manufacturing sector, 17.4% were in the government/public sector, and 13.9% were in health services; (2) slightly less than one-half of the businesses were small, having 100 or fewer employees; (3) the quality of training provided was rated as "good" or "excellent" by 96% of the employers; (4) factors related to program success included instructional quality, responsiveness to business needs, cost-effectiveness, and effective assessment and evaluation systems; and (5) the most serious limitation in implementing workforce education cited by the colleges was lack of financial and other resources. Contains 23 references. (HAA)

ED 405 057 JC 970 216

The Economic Impact of Johnson County Community College on Johnson County, 1993-94.
PUB DATE- Aug 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Cost Effectiveness; Economic Development; Economic Factors; *Economic Impact; Educational Economics; *Expenditures; *School Community Relationship; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; *Return on Investment

In 1995, Johnson County Community College (JCCC), in Kansas, conducted a study to estimate the economic benefit contributed by the college to the Johnson County economy for 1993-94. Following a model developed by J. G. Ryan, direct economic impact was assessed by examining institutional expenditures, expenditures by college employees, and expenditures by JCCC students in Johnson County. In addition, indirect economic impact was assessed through the use of a mathematical multiplier applied to the direct impact indicators to account

ED 405 075 PS 023 877

Winter, Mildred
Home Visiting: Forging the Home-School Connection. Even Start Project Manager's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 14p.; For other Even Start series papers, see PS 023 878, PS 024 787, and PS 024 789-790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disadvantaged Youth; Family Life; *Family Programs; Family School Relationship; *Home Visits; Lower Class Students; *Parent Education; Parent Empowerment; *Parenting Skills; Partnerships in Education; Social Agencies; Social Networks; Social Services; Social Support Groups
IDENTIFIERS- Even Start; *Family Support

Home visits are becoming an important part of family education and support programs such as Even Start. Over time, the objectives of home visits have shifted from a deficit model, which was aimed solely at solving problems, to an empowerment model, which focuses on ameliorating conditions which lead to familial problems. The empowerment model builds on family strengths, helps families define goals and make decisions, and provides access to needed resources. Home visits give practitioners a holistic view of: (1) the child's environment; (2) family dynamics; (3) the family's unmet needs; and (4) parenting styles. Visits also facilitate parent-program cooperation and deepen the parent-practitioner relationship. Visits also facilitate communication and show children that their parents are respected by others. Some goals of home visits should be: (1) to build mutual trust; (2) to assess, acknowledge, and build on family strengths; and (3) to provide guidance on designing a home environment that facilitates child development and helps parents achieve their goals. The first visit is an important step in achieving these goals, and subsequent visits should have instructional value and build parent-program rapport. Includes a list of resources. Contains 17 references. (JW)

ED 405 076 PS 023 878

Powell, Douglas R.
Parenting: Supporting Parents within a Family Literacy Perspective. Even Start Project Manager's Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 16p.; For other Even Start series papers, see PS 023 877, PS 024 787, and PS 024 789-790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Child Development; Disadvantaged Youth; *Family Life; Family Programs; Literacy Education; Lower Class Students; *Parent Education; Parenting Skills; *Parents as Teachers; Partnerships in Education; Social Agencies; Social

ED 405 093 PS 025 030

Faber, Adele; Mazlish, Elaine
Liberated Parents, Liberated Children: Your Guide to a Happier Family.
PUB DATE- 90
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; Behavior Problems; *Change Strategies; *Child Rearing; Family Environment; Family Relationship; *Language Usage; *Parent Child Relationship; Responses
IDENTIFIERS- Disciplinary Styles; *Parenting Styles

Based on the principles of child psychologist Dr. Haim Ginott, this book explores how the language of their responses affects parents' interactions with their children, often negatively, and how positive changes can lead the way to easier parenting and a more amenable home environment, and build self-esteem, inspire confidence, and encourage responsibility. Following a chapter that describes experiences of attending a series of Ginott's lectures on rephrasing our responses to children, the first part of the book addresses validating children's feelings, allowing a child autonomy, and using praise. This section also discusses how off-hand comments about children's behavior can become self-fulfilling roles. The second section deals with validating parents' feelings within the context of protecting the family, including guilt and anger, to improve parenting. (HTH)

ED 405 094 PS 025 032

Improving the Well-Being of Abused and Neglected Children. Hearing on Exploring How the Well-Being of Abused and Neglected Children Can Be Improved through Clarifying the Reasonable Efforts Requirement of the Adoption Assistance and Child Welfare Act To Make the Child's Health and Safety the Primary Concern, before the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, Second Session.
PUB DATE- 20 Nov 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adoption; *Child Abuse; Child Health; Child Neglect; *Childrens Rights; Family Environment; Federal Legislation; Hearings; Parent Child Relationship; *Parent Rights; Placement; Public Policy; *Social Services
IDENTIFIERS- Child Safety; Congress 104th; Family Reunification; *Termination of Rights

This hearing transcript presents testimony exploring how the well-being of abused and neglected children can be improved through an amendment clarifying the "reasonable efforts" requirement of the Adoption Assistance and Child Welfare Act (1980) to allow the child's health and safety to take precedence over parents' rights. Testimony begins with a statement from Ohio Senator DeWine, which notes the frequency with which abused or neglected children are returned to unsafe or unhealthy home

ED 405 111 PS 025 069

Ebener, Richard; Lara-Alecio, Rafael; Irby, Beverly J.
Supportive Practices among Low-Income Parents of Academically Successful Elementary Students in Even Start Programs = Practicas Efectivas que Apoyan el Exito Academico en Ninos Hispanos a Traves de la Participacion de sus Padres.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Educational Attitudes; Elementary Education; Family Influence; Family School Relationship; Hispanic Americans; Low Income; Parent Attitudes; *Parent Participation; Parents; Parents as Teachers; Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Qualitative Research; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Even Start

This study (reported in separate English and Spanish versions) used a qualitative approach to identify the supportive parental behaviors of academically successful children from low income families in Even Start programs, from the parents', teachers', and children's perspectives. The sample contained 12 low income parents who had one or more children with above average academic performance as rated by the children's teachers or the Even Start program director. Seven of the parents were Hispanic; five were Anglo. Data were collected through interviews with parents, teachers, and children; observations; and document analysis. The constant comparative method was used to identify and sort units of meaning. Three major findings emerged from the study. First, parents instilled the importance of education in their children and associated success with education through setting high expectations for school, saving money for children's education, and acting as a role model in acquiring an education. Second, the homes mirrored the characteristics, patterns, and behaviors of the school, with parents assuming the role of teacher through reading, storytelling, problem-solving, monitoring television viewing, and exposing children to different learning experiences. Third, parents acted as a crucial link between school and home, with parents ensuring the exchange of information between school and home through meeting with teachers early in the year, volunteering in the classroom, and participating in school-related activities. (Contains 39 references.) (KDFB)

ED 405 112 PS 025 074

Lipsitt, Lewis P., Ed.
The Brown University Child and Adolescent Behavior Letter, 1995.
PUB DATE- 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; *Adolescents; At Risk Persons; *Child Behavior; Child Development; Child Health; Childhood Needs; Child Psychology; *Children; High Risk Students; Infants; Mental Health; Newsletters; Problem Children; Research Reports; Youth Problems

These 12 monthly newsletters from 1995 explore the myriad

ED 405 130 PS 025 141

Children's Privacy Protection and Parental Empowerment Act of 1996. Hearing on H.R. 3508 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundred Fourth Congress, Second Session. (September 12, 1996).
PUB DATE- 97
NOTE- 97p.; Serial No. 106. Contains several pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; *Children; Computers; Crime; Federal Legislation; Hearings; Internet; Marketing; *Parent Rights; Prisoners; *Privacy
IDENTIFIERS- Congress 104th; Direct Mail; Mailing Lists; Pedophilia; Personal Information Systems

This hearing examined issues related to H.R. 3508, the Children's Privacy Protection and Parental Empowerment Act of 1996, which prohibits the sale of personal information about children without parents' written consent, and the use of prisoner labor to process personal information about children. The Act also establishes a criminal penalty for exchanging information about a child while knowing or having reason to believe that the information will be used to harm the child. Witnesses included representatives from the direct mail industry and professional organizations, a public policy research group, a child protection organization, and a university; Marc Klass, father of murder victim Polly Klass; New Jersey Representative Bob Franks; and a law enforcement officer. Proponents of the legislation contended that self-regulation has not succeeded in establishing adequate privacy safeguards. Commercial list companies are compiling an elaborate data base on every American child; these data are available for purchase by any interested party and over the Internet. Such availability invades children's privacy and creates a potentially dangerous situation for them because such information is available to pedophiles, and especially because prison labor is often used to process consumer surveys into list data. Opponents to the proposed legislation questioned that commercial mailing lists could be used by pedophiles to locate victims and contended that the legislation would restrict university identification of potential students, limit distribution of educational materials such as children's books, and would interfere with military recruitment. Appendices contain additional statements, letters, or materials submitted. (KDFB)

ED 405 131 PS 025 143

Freeman, Nancy K.
Experiencing Multiculturalism First Hand: Looking at Early Childhood Education in China Teaches Us about Ourselves.
PUB DATE- Apr 97
NOTE- 10p.; Paper presented at the International Conference and Exhibition of the Association for Childhood Education International (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Rearing; Children; Cultural Awareness; Cultural Differences; *Cultural Influences; Day Care Centers; *Early Childhood Education; Employed Parents; Foreign Countries; Multicultural Education; Parent Child Relationship;

ED 405 147 RC 020 860

Bushnell, Mary
Small School Ritual and Parent Involvement.
PUB DATE- Nov 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Schools; Elementary Education; Elementary Schools; *Group Unity; *Parent Participation; *Parent School Relationship; Private Schools; *School Culture; *Small Schools; Social Environment; *Socialization
IDENTIFIERS- *Rituals

This paper examines the ritual socialization of parents into a school community. Rituals may be mundane or sacred and typically involve actions that have transformative potential. In the context of groups, rituals may serve the purposes of identifying and constructing group identity, maintaining cohesion, and constructing and communicating values. The mundane quality and power of ritual are evident in the annual potluck dinner at one small private school in the Virginia Piedmont. Founded 10 years ago as an independent parent-run school, "Oakleaf Country School" serves approximately 50 students from preschool to fifth grade. Although the school began as a parent-run extension of home, it has become increasingly professionalized in the interests of certification and sustainability. The legacy of parent involvement remains strong, however, and the annual potluck dinner at the beginning of the school year serves to draw families to the school en masse and to communicate school values to parents. Following a detailed description of the event, an analysis points out ritualistic features that promote group cohesion, cooperation, and ideal school-family relations. Without the continued support of parents, this school could not exist financially or structurally. Events such as the potluck reinforce the importance of parents to the school and teach parents what kinds of support and involvement the school expects from them. Contains 12 references. (SV)

ED 405 148 RC 020 861

Phillips, Jeanne; And Others
Culture, Community, and Schooling in Delta County: State Assistance and School Change in Schools That Would Never Change.
PUB DATE- Nov 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Education; *Change Strategies; Consultants; Curriculum Development; *Educational Change; Elementary Secondary Education; *Resistance to Change; Rural Education; *Rural Schools; School Districts; *School Restructuring; *State School District Relationship; Teacher Attitudes
IDENTIFIERS- Mississippi; *Mississippi Delta

This paper describes efforts to improve education in a poor rural

ED 405 163 RC 020 951

Booth, Alan, Ed.; And Others
Immigration and the Family: Research and Policy on U.S. Immigrants.
PUB DATE- 97
NOTE- 315p.; Based on presentations and discussion from a National Symposium on International Migration and Family Change (University Park, PA, November 2-3, 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Acculturation; Asian Americans; Biculturalism; Child Development; Children; Demography; Educational Attainment; *Family Characteristics; Family Life; Family Mobility; *Immigrants; *Immigration; Mexican Americans; Parent Child Relationship; *Public Policy; Social Networks
IDENTIFIERS- *Children of Immigrants

In 1994, the U.S. population included an estimated 22.6 million immigrants, over one fourth of whom were from Mexico. Family networks play a crucial role in immigration. Based on a national symposium, this book includes 15 chapters that examine the role of the family in international immigration and the impact of migration on families and children. Initial chapters address broad trends in the origins and types of immigrants to the United States; the diverse family patterns of immigrants; and implications for human, social, and political capital. Part 2 looks at the experiences of immigrant children and families and the impact of migration on child and adolescent development and on family structure and processes. The final chapters focus on U.S. immigration and immigrant policies, as well as potential effects of proposed changes in welfare policies. Chapters are: (1) "Ties That Bind: Immigration and Immigrant Families in the United States" (Ruben G. Rumbaut); (2) "Immigrant Generations" (Leif Jensen, Yoshimi Chitose); (3) "Migration and the Dynamics of Family Phenomena" (Guillermina Jasso); (4) "Immigrant Families at Risk: Factors That Undermine Chances for Success" (Mary C. Waters); (5) "The Psychological Experience of Immigration: A Developmental Perspective" (Cynthia Garcia Coll, Katherine Magnuson); (6) "Research Perspectives on Constructs of Change: Intercultural Migration and Developmental Transitions" (Luis M. Laosa); (7) "Factors That Impact Developmental Outcomes of Immigrant Children" (Mary Lou de Leon Siantz); (8) "Immigration and Sociocultural Change in Mexican, Chinese, and Vietnamese American Families" (Raymond Buriel, Terri De Ment); (9) "Understanding Family Change across Generations: Problems of Conceptualization and Research Design" (Charles Hirschman); (10) "The Concept of 'Bicultural Families' and Its Implications for Research on Immigrant and Ethnic Families" (Nazli Kibria); (11) "Asian Immigrant Variables and Structural Models of Cross-Cultural Distress" (Gargi Roysircar Sodowsky, Edward Wai Ming Lai); (12) "Immigrant Families and Public Policy: A Deepening Divide" (Michael Fix, Wendy Zimmermann); (13) "Whither the 1950s? The Family and Macroeconomic Context of Immigration and Welfare Reform in the 1990s" (Suzanne M. Bianchi); (14) "Immigrant Integration and Pending Legislation: Observations on Empirical Projections" (B. Lindsay Lowell); and (15) "Immigration and the Family: An Overview" (Nancy S. Landale). Contains references in each chapter and author and subject indexes. (SV)

ED 405 164 RC 020 954

ED 405 182 SE 055 026

Meadows, Dennis L.; Van der Waals, Barbara
Games on Sustainable Development
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Class Activities; Conservation (Environment); *Educational Games; *Environmental Education; Group Activities; Group Discussion; Natural Resources; Problem Solving; Secondary Education; *Sustainable Development
IDENTIFIERS- Environmental Impact

This booklet contains a collection of educational games that can be used by teachers to convey ideas and create discussion related to environmental protection and sustainable development. The games accommodate participants of all ages and require little preparation by the teacher, up to 30-40 players with only one operator, minimal materials (many of which can be reproduced from the manual), and between 10 minutes and two hours to play. Short games can be used as warm-up exercises before the start of more elaborate games. The "Perestroika" game illustrates some of the obstacles involved in shifting to new and more efficient technologies. "Roger's Game" teaches the role of leadership and triggers discussion on the meaning of winning and losing. "Money in the Middle" is a negotiation game focusing on group problem solving to determine allocation of wealth. The "Freeway Planning" game is an exercise in coalition politics and the allocation of limited resources. The "Tragedy of the Commons Game" introduces students to the use and abuse of common resources. The "Trading Game" illustrates several factors governing the distribution of wealth among nations. "Impasse" helps a group analyze the social, economic, and environmental impact of a proposed project. (LZ)

ED 405 183 SE 057 380

Brunelli, Lina, Ed.; Cicchitelli, Giuseppe, Ed.
Proceedings of the Scientific Meeting of the International Association for Statistical Education (1st, Perugia, Italy, August, 1993).
PUB DATE- 94
NOTE- 449p.; Financial support provided by UNESCO Italian National Council for Research, and University of Perugia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; Computer Uses in Education; *Data Analysis; Developing Nations; Educational Innovation; *Educational Research; Elementary Secondary Education; Engineering Education; Faculty Development; Foreign Countries; Government Employees; Higher Education; Information Technology; Learning Theories; Mathematics Education; Models; *Probability; Professional Training; *Statistics; Student Surveys; Teaching Methods; *Telecommunications; Television
IDENTIFIERS- Biostatistics; International Association for Statistical Educ

This volume contains papers on computing and television as well as on the rapidly growing area of electronic communication among teachers and between teachers and students. Data analysis

ED 405 204 SE 059 781

Perry, Phyllis J.
Guide to Math Materials: Resources To Support the NCTM Standards.
PUB DATE- Mar 97
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Resources; Elementary Education; Geometry; *Mathematical Concepts; *Mathematics Education; Number Concepts; Probability; Problem Solving; *Standards; Statistics; Thinking Skills
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

This book reinforces the outstanding work done by the National Council of Teachers of Mathematics (NCTM) in developing curriculum standards for students in kindergarten through fourth grade by discussing the 13 strands of mathematics and their implications for teachers and parents who work with students. It also provides some suggested resources within each of these 13 curricular strands that can assist teachers and parents in helping students to enjoy math and to increase the students' mathematical understandings. Books, manipulatives, games, kits, computer programs, videos, and other items have been included in the list of resources. Strands include mathematics as problem solving, mathematics as communication, mathematics as reasoning, mathematical connections, estimation, number sense and numeration, concepts of whole number operations, whole number computation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, and patterns and relationships. Each chapter focuses on a different strand and includes a brief discussion followed by a list of resources to help students grasp the appropriate concepts. The last two chapters contain a list of resources for use across the NCTM standards and addresses of publishers and suppliers. (JRH)

ED 405 205 SE 059 785

Arena, Carolyn B.
Academic Research Instruments: Expenditures 1993, Needs 1994.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; Astronomy; Biology; Chemistry; Computer Science; Engineering; Environmental Research; *Expenditures; Higher Education; *Instrumentation; *Needs Assessment; Physics; Questionnaires; *Scientific Research

The National Survey of Academic Research Instruments and Instrumentation Needs is a congressionally mandated program that collects data concerning scientific research instruments and the academic departments and facilities in which they are located. This report analyzes overall instrumentation issues and trends in all the fields covered by the survey, which include agriculture, biology, chemistry, computer science, environmental sciences, physics/astronomy, and engineering. Sections are divided into Annual Expenditures for Research Instrumentation and Special Analyses of Expenditures Data, An Assessment of Needs for Academic Research Instrumentation, and

ED 405 224 SO 022 128

Social Studies: Level Two--Interaction. Teacher's Guide=Araling Panlipunan: Ikalawang Antas--Pakikisalamuha. Patnubay Ng Guro.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 281p.; For related documents in the series, see SO 022 126-135; for the corresponding resource book, see SO 022 129.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Affective Behavior; *Bilingual Education; Concept Formation; *Cultural Interrelationships; *Curriculum Development; Elementary Education; Elementary School Curriculum; Filipino Americans; Grade 3; Grade 4; Individual Development; Instructional Materials; *Interdisciplinary Approach; Learning Activities; Resource Materials; Tagalog; Teaching Guides; Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's interest in fostering the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correspond with the concepts of identity, needs and interaction. Level Two is designed for children in grades three and four. Each level develops one or more apsect oa a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "The Arts," examines the arts as a means of communication, as comprising many forms, and as an integral part of daily life. Unit 2, "Thoughts and Feelings," explains that interaction requires decision making and problem solving that may involve desirable and undesirable options, and may implicate thoughts and feelings. The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 225 SO 022 129

Social Studies: Level Two--Interaction. Resource Book = Araling Panlipunan: Ikalawana Antas--Pakikisalamuha. Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 126p.; For related documents in the series, see SO 022 126-135; for the corresponding teacher's guide, see SO 022 128.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Bilingual Education; *Cultural Interrelationships; Elementary Education; Filipino Americans; Grade 3; Grade 4; Instructional Materials; Learning Activities; Resource Materials; Tagalog

ED 405 243   SO 025 975

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1991.
PUB DATE- 91
NOTE- 122p.; For other annual volumes, see ED 379 199, ED 390 797, ED 391 764-769, SO 025 973-974, and SO 026 850.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; Art; *Art Education; Artists; Attitudes; *Childrens Art; Educational History; Elementary School Curriculum; Elementary Secondary Education; Humor; Measures (Individuals); Museums; Publications; Secondary School Curriculum; Studio Art; Teacher Education; Visual Arts
IDENTIFIERS- Appalachian People; Maya (People); Weaving; Women Artists

This publication presents manuscripts and research reports by graduate students. Accompanying papers from their mentors establish a context for the student papers. In this volume the works are organized by sponsoring university. Student papers presented are: (1) "Interpreting Museums as Cultural Metaphors" (Michael Sikes); (2) "Key Theoretical, Philosophical, and Methodological Concepts Addressed in Two Major American Art Education Publications from 1948 through 1988" (Nanette M. Carli); (3) "Reform of Art Education in the Schools and Its Implications for Art Teacher Preparation Programs" (Linda Willis Fisher); (4) "Breaking the Mold with Humor: Images of Women in the Visual Media" (Sheri Klein); (5) "Orra White Hitchcock: A Virtuous Woman" (Theresa Marche); (6) "A New Look at an Old Barn: A Field Study of Twenty Appalachian Painters" (Lorrie Blaire); (7) "Gender and Genre: A Study of Children's War Drawing" (Robert Dalton); (8) "The Effect of Content Understanding and Pedagogical Experience on Art Teaching" (Elizabeth Kowalchuk); (9) "Aesthetic Attitude Theory as a Factor in Art and Art Education" (Timothy Hicks); (10) "Somatic Knowing and Art Education" (Jonathan Matthews); (11) "Philosophical Bases for Conceptions of Senior Secondary Level Student Evaluation in Art Education in Britain and North America" (Fiona Blaikie): (12) "The Shape of Life the Shape of Art, Context and Maya Women's Weaving" (Julia Kellman); and (13) "Disengagement in Art Education: Curriculum as Institutionalized Knowledge" (Marilyn L. Lapacinski). (MM)

ED 405 244   SO 026 161

Bannister, Sharon; Wells, Twyla R.
Teaching American History through the Novel.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; *American Studies; Annotated Bibliographies; Anthologies; Childrens Literature; Interdisciplinary Approach; Intermediate Grades; Middle Schools; Secondary Education; Social Studies; *United States History; *United States Literature

ED 405 264 SO 026 850

Thunder-McGuire, Steve, Ed.

Working Papers in Art Education, 1994-1995.

PUB DATE- 96

NOTE- 164p.; For other annual volumes, see ED 379 199, ED 390 797, ED 391 764-769, and SO 025 973-975. Also referred to in this issue as "Marilyn Zermuehlen's Working Papers in Art Education."

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- American Indian Culture; *Art Education; *Childrens Art; Community Education; Computer Graphics; Creativity; *Cross Cultural Studies; *Cultural Influences; *Educational Research; Educational Theories; Elementary Secondary Education; Islamic Culture; Museums; Preservice Teacher Education; Womens Studies

IDENTIFIERS- Appalachian Culture; Weaving

This publication presents manuscripts and research reports by graduate students. Accompanying papers from their mentors establish a context for the student papers. In this volume the works are organized by the sponsoring university. Student papers presented are: (1) "Looking at Feminist Pedagogies: What is Seen in the Literature and What is Seen in an Art Education Studio/Classroom" (Carole Woodlock); (2) "A Critical Examination of Cultural Influences on Children's Drawings from Midwestern United States and Taiwan" (Li-Tsu Chen); (3) "An Urban Appalachian Community in Indianapolis: With Implications for Art Education" (Marjorie Manifold); (4) "Theory into Practice in Art Education: A Case Study" (Theresa Marche); (5) "Artistic Representation in Contemporary Kuwatit, Egyptian, and Iranian Paintings and Prints and Some Interpretation of These Works According to Islamic Law" (Faridah Mohammad); (6) "A Critical Analysis of the Computer Graphic Art of Japan Using Six Case Studies" (Jean Ippolito); (7) "The Role of Pedagogical and Subject Matter Knowledge in Preservice Art Teaching" (Jeanie Auseon); (8) "An Ethnographic Investigation of Creativity in Practicing Visual Artists/Teachers: A Conceptual Paper" (Susan Dodson); (9) "Roots, Branches, Blossoms, and Briars: Cultural Colonialism of the Mountain Arts in West Virginia" (Christine Morris); (10) "Issues of Education Surrounding Native American Art at the Iroquois Indian Museum" (Jill Hoffman); (11) "In the Family? The Inter-relationship of Art and Craft Teachers" (Gudrun Helgadottir); (12) "Computer Artists: A Study of Influences on Their Artistic Development and Production" (Mia Johnson); (13) "Art and Education in Leisure Institutions: Making a Case for Research" (Lara M. Lackey); (14) "Western Arctic Women Artists: An Ethnographic Study of the Historic Influences on the Artistic Education and Production of Women from Three Co-existing Cultures" (Joanne McNeal); (15) "Art as a Language" (Paula Eubanks Smith); (16) "The Influence of Visual Models and Instructional Methods on the Development of Students' Graphic Representations" (Jean Langan); (17) "Weaving a Destiny: A Portrait of Cultural Survival in Dagestan" (Lorraine Ross); (18) "Andrea's Dilemma: 'I like the freedom that we got to draw whatever we wanted to, but I don't like the way we choose what we want to draw'" (Lisa Schoenfielder). (MM)

ED 405 265 SO 026 916

ED 405 287   SO 027 475

Kinghorn, Harriet; And Others
Let's Meet Famous Artists. A Creative Art Activity Book. A Teacher's Guide Featuring 19 Famous Artists and Art Activities.
PUB DATE- 91
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; Art Appreciation; Art Criticism; *Art Education; *Art History; *Artists; Biographies; Elementary Secondary Education; Fine Arts; Instructional Materials; Visual Arts

By studying the lives, important achievements, and works of famous artists, students may come to understand what those artists hoped to communicate to the world. By participating in art activities that are related to these artists' styles, students practice skills of observing, analyzing, and creating. This instructional guide provides biographical information on 19 artists, followed by a corresponding art activity and an evaluation sheet requiring critical response. Artists introduced include Alexander Calder, Mary Cassatt, Paul Cezanne, Marc Chagall, Edgar Degas, Albrecht Durer, Edward Hicks, Winslow Homer, Dorothea Lange, Henri Matisse, Claude Monet, Henry Moore, Anna Mary Robertson Moses (Grandma Moses). Georgia O'Keeffe, Jackson Pollock, Harmenszoon van Rijn Rembrandt, Georges Seurat, Vincent Van Gogh, and Frank Lloyd Wright. Student project report forms, extension activities, a glossary, and a bibliography conclude the guide. (MM)

ED 405 288   SO 027 494

Smigielski, Alan; Casey, Douglas, Ed.
Winning the Vote: How Americans Elect Their President.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Art Activities; Elections; Elementary Secondary Education; Geography; Instructional Materials; Interdisciplinary Approach; Language Arts; *Political Campaigns; *Presidential Campaigns (United States); *Presidents of the United States; Social Studies; Thematic Approach; United States History; *Voting

The office of the presidency and the informal process of electing the president are the themes of this issue of "Art to Zoo," a quarterly journal designed for use with students in grades 4-9. The interdisciplinary activities provided encourage students to consider the powers of the presidency as well as the informal methods that have evolved to select candidates for the nation's highest elected office. The resource includes background information; 5 reproducible activity sheets and a bilingual (English/Spanish) "Take Home Sheet"; and 3 "Learning About the Presidency"; "Promoting the Candidate"; and "Help a Candidate."

ED 405 307 SP 037 185

Teachers' Retirement System of Louisiana: Comprehensive Annual Financial Report--A Component Unit of the State of Louisiana for the Fiscal Year Ended June 30, 1996.
PUB DATE- Oct 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Fringe Benefits; Higher Education; *Investment; Personnel Policy; *Retirement Benefits; *Teacher Employment Benefits; *Teacher Retirement
IDENTIFIERS- Financial Planning; Financial Reports; *Louisiana; *Retirement Planning

The annual Financial Report of the Teachers' Retirement System of Louisiana is divided into six main sections. The Introductory Section includes the letter of transmittal, names of the Board of Trustees, staff, and consultants; the organization chart; copy of certificate of achievement for excellence in financial reporting for 1995 financial report; summary of 1995-96 legislative acts; and a plan summary. The Financial Section includes the Independent Auditor's Report, General Purpose Finance Statements, Required Supplementary Information, and Supporting Schedules. The Investment Section includes reports on investment activity and policy, an Investment Summary, a list of investments, net earnings on investments and performance measures, annual rates of return, and Summary Schedule of Commissions Paid to Brokers. The Actuarial Section includes a summary of assumptions; Actuarial Valuation Balance Sheet; summary, reconciliation, and amortization of unfunded actuarial liabilities; and membership data. The Statistical Section provides data on vested and nonvested members, retirees, benefit recipients, benefit expenses, revenues, expenses, and participating employers. The final section outlines the Optional Retirement Plan, the Deferred Retirement Option Plan, and Option 5. (ND)

ED 405 308 SP 037 186

Bradshaw, Lynn; Hawk, Parmalee
Teacher Certification: Does It Really Make a Difference in Student Achievement? Issue Analysis.
PUB DATE- Jun 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Alternative Teacher Certification; Beginning Teachers; Educational Innovation; Elementary Secondary Education; Higher Education; Public School Teachers; *Teacher Education Programs; *Teacher Persistence; *Teacher Supply and Demand
IDENTIFIERS- *North Carolina

This report describes current practice regarding requirements for teaching nationally and in North Carolina, and summarizes research comparing traditionally prepared (TP) teachers and those who enter teaching through alternative routes (ALT). These comparisons revealed that alternative programs attracted a large number of candidates, including higher proportions of males and minorities than traditional programs, and that test scores of alternative candidates were strong. Classroom

ED 405 327 SP 037 210

Patterson, Dolia McIntosh
The Impact of Grade Retention on K-5 Elementary Students: Perceptions of Educators in States Served by the Southern Association of Colleges and Schools.
PUB DATE- Nov 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Administrator Attitudes; Elementary Education; Elementary School Students; Elementary School Teachers; *Grade Repetition; Low Achievement; Principals; *Student Promotion; Surveys; *Teacher Attitudes; Teacher Student Relationship; Underachievement
IDENTIFIERS- United States (South)

The purpose of this study was to analyze the perceptions of educators regarding the impact of grade retention on K-5 elementary students. Principals (N=384) and teachers (N=384) in K-5 elementary schools from 11 southern states were surveyed. The study included 169 responses from principals and 140 responses from teachers. The data revealed that teachers believed retention helped students' performance while principals believed retention hindered students' performance. Also, teachers believed that students performed according to their expectations during the second year in the same grade while principals believed that benefits of retention are not greater than the negative results. Study findings suggested: (1) students' physical maturity, self-concepts, and attitudes should be major considerations in the decision to retain a child; (2) promotion is more effective for increasing achievement and fostering personal, social, psychological, and emotional development; (3) promotion and retention policies should allow for teacher judgment and parental involvement; (4) retention allows students more time to mature; and (6) if a student is to be retained, it would be most beneficial educationally for him/her at the K-3 level. (Contains 21 data tables and 20 references.) (ND)

ED 405 328 SP 037 211

Collier, Sunya; Nolan, Kathy
Elementary Teachers' Perceptions of Integration.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; Elementary School Curriculum; Elementary School Teachers; Faculty Development; Inservice Teacher Education; *Integrated Curriculum; *Interdisciplinary Approach; Preservice Teacher Education; *Teacher Attitudes; *Thematic Approach

This study illustrates how elementary teachers interpret and understand three curriculum models: integrated, thematic, and interdisciplinary. Prior to staff development on these models,

ED 405 346 TM 026 120

Tittle, Carol Kehr; Pape, Stephen
A Framework and Classification of Procedures for Use in
 Evaluation of Mathematics and Science Teaching.
PUB DATE- 18 Sep 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American
 Educational Research Association (New York, NY, April 8-12,
 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
 Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Educational Change; Educational
 Practices; Elementary Secondary Education; *Evaluation Methods;
 Knowledge Base for Teaching; *Mathematics Instruction; Models;
 *Science Instruction; Teacher Attitudes; Teaching Methods; Test
 Construction; Test Use
IDENTIFIERS- Subject Content Knowledge

Alternative perspectives and practices for describing and documenting teaching practice and student learning relevant to classroom reform are identified, and a framework is provided for characterizing these process-focused instruments and indicators. Diverse descriptors were used to locate documents describing instruments and procedures used to evaluate mathematics and science activities, teaching methods, and related aspects of instruction. From nine selected instruments or sets of procedures a detailed framework was developed with the following attributes: (1) author's stated purpose; (2) subject matter; (3) classroom interaction; (4) types of student knowledge/expected learning outcome/cognitive processes; (5) teacher knowledge and beliefs related to teaching and learning science and mathematics; (6) methods and procedures; and (7) demographics collected. The framework provides a stimulus to examine the role of theory and reform visions in evaluation procedures. The instruments and procedures that were identified point out the need to re-examine the role of procedures used in evaluations, as well as their specific characteristics, for support of reforms in classroom teaching and learning. An appendix presents the classification framework. (Contains 1 figure and 36 references.)(SLD)

ED 405 347 TM 026 126

ACT Assessment 1996 Results, Summary Report. National.
PUB DATE- 15 Aug 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports -
 Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; College
 Bound Students; *College Entrance Examinations; Core
 Curriculum; *Educational Trends; Higher Education; *High School
 Graduates; Minority Groups; National Norms; *Scores; Sex
 Differences; *Test Results; Test Use; Trend Analysis
IDENTIFIERS- *ACT Assessment; *American College Testing Program

The news release and other documents in this packet report information about the nation's 1996 high school graduates who took the American College Testing Program (ACT) Assessment. The packet contains, in addition to the news release, the 1996 Summary Report of national data, "The High School Profile Report, Normative Data: A Description of the Academic Abilities slight effect on the probability of not returning for a second year. (Contains 48 references.) (MDM)

ED 404 906 HE 029 910

Green, Madeleine F., Ed.
Transforming Higher Education: Views from Leaders around the World. Series on Higher Education.
PUB DATE- 97
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; *Administrators; Educational Attitudes; *Educational Change; Educational Demand; *Educational Policy; Educational Trends; Financial Support; Foreign Countries; Futures (of Society); *Higher Education; *Socioeconomic Influences; Trend Analysis; *World Affairs

This collection of 16 essays examines forces transforming higher education around the world, including demands for greater access to higher education, funding problems, the conflicting requirements of various constituencies, and pressures to contribute to a country's economic and social development. The essays include: (1) "Forces for Change" (Madeleine F. Green and Fred M. Hayward); (2) "Institutional Leadership in the Change Process" (Madeleine F. Green); (3) "Asian Higher Education: Growth, Diversity, and Change" (Gerard A. Postiglione); (4) "Latin America and the Change in Change" (Daniel C. Levy); (5) "Higher Education in Africa: Crisis and Transformation" (Fred M. Hayward); (6) "Higher Education in Western Europe" (Claudius Gellert); (7) "The United States" (D. Bruce Johnstone); (8) "Canada" (B. Dalin Jameson and K. George Pederson); (9) "Mexico" (Sylvia Ortega Salazar); (10) "Australia" (Brian G. Wilson); (11) "The United Kingdom" (Kenneth J. R. Edwards); (12) "France" (Suzy Halimi); (13) "The Czech Republic" (Josef Jarab); (14) "South Africa" (Brian De Lacy Figaji); (15) "Japan" (Tadao Isjikawa); and (16) "China" (Bai Tongshuo). (Each essay contains references.) (MDM)

ED 404 907 HE 029 911

State University of New York at Buffalo: Potential Conflict of Interest in the School Pharmacy. Report 95-D-50.
PUB DATE- 3 Feb 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Conflict of Interest; *Department Heads; Higher Education; *Medical Research; Pharmaceutical Education; *Pharmacology; *State Universities
IDENTIFIERS- *State University of New York Buffalo

This audit examined a case of potential conflict of interest in the School of Pharmacy at the State University of New York (SUNY) at Buffalo. In 1992 a professor in the Department of Pharmacy Practice, which conducts grant-funded drug research, created Pharmaceutical Outcomes Research, Incorporated (PhOR), a private, for-profit corporation that also conducted drug research. In February 1994 this professor became chairman of the department. It was alleged that a computer network had been removed from the department to PhOR offices where it was used to obtain research monies that may have otherwise gone to the university, and that department faculty and staff time had been inappropriately diverted to benefit PhOR. An investigation the past two decades have sexual harassment and related subjects begun to be openly discussed, investigated, and become the formal concern of government, business, and education. Papers include: (1) "Issues and Questions" (Bernice Lott and Mary Ellen Reilly); (2) "Women on Campus: History To Use" (Lynn D. Gordon); (3) Definitions of Sexual Harassment (Louise F. Fitzgerald); (4) "The Prevalence of Sexual Harassment (Louise F. Fitzgerald); (5) "Sexual Harassment in Higher Education: What We've Learned" (Anne T. Truax); (6) "Sexual Harassment on Campus: A Continuing Controversy" (Barbara G. Taylor); (7) "Blackboard Jungle Revisited" (Marcia Bedard and Beth Hartung); (8) "The Legal Context of Sexual Harassment" (Louise F. Fitzgerald); (9) "Institutional Policies and Procedures" (Louise F. Fitzgerald); (10) "Campus Policies, The Law, and Sexual Relationships" (Doric Little and John A. Thompson); (11) "Sexual Harassment: Faculty, Student Considerations" (Doric Little); (12) "Sexual Harassment of University Students" (Lloyd D. Elgart and Lillian Schanfield); (13) "Consensual Amorous Relationships" (Louise F. Fitzgerald); (14) "Sexual Harassment and Academic Power" (Loralee MacPike); (15) "The Feminist-Unionist Dilemma" (Sherna Berger Gluck); (16) "Sexual Harassment on Campus and a Union's Dilemma" (Rachel Hendrickson); (17) "Ethnicity, Sex, and Sexual Harassment" (Michele A. Paludi); and (18) "Sexual Harassment: Consequences and Remedies (Bernice Lott). (Individual papers contain references.) (JLS)

ED 404 927 HE 029 932

The Truth about Tenure in Higher Education.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *College Faculty; Due Process; Educational Principles; Educational Quality; *Higher Education; Nontenured Faculty; Standards; Teacher Role; *Tenure; *Tenured Faculty; Trend Analysis

This brochure deals with issues concerning tenure in the form of contrasting "myths" and "realities." Some of these include the "myth" that tenure is a lifetime job guarantee whereas "in reality" tenure is a right to due process; the "myth" that tenured faculty do not work very hard though "in reality" surveys clearly show that tenured faculty generally publish more, serve on more committees and teach more than their untenured colleagues; that "academic freedom" is unnecessary since the Constitution protects academic freedom when "in reality" academic freedom is important because society needs safe havens where conventional wisdom can be challenged and new ideas tested; and finally, that most faculty have tenure when "in reality" most college faculty are not tenured since more colleges are relying on part-time or temporary nontenure-track faculty to teach undergraduates. Other "myths" and "realities" addressed include the "myth" that nontenured new positions give colleges flexibility whereas the "reality" is that such positions save the institution money but at the cost of lower academic quality. The brochure stresses that to reach the educational standards society wants, a corps of full-time, experienced faculty is required and the due process protected by tenure can contribute to this goal. (JLS)

ED 404 928 HE 029 933

research financing mechanism, the transfer of existing medical education funds to the trust fund, the development and implementation of reporting requirements, continued work on health care research issues, continued refinement of the standard care requirement, and the establishment of a voluntary pooled research initiative. Appendixes provide additional information on MERC legislation, a trust fund model, and MERC Advisory Task Force members. (Contains approximately 275 references.) (MDM)

ED 404 947　　　　HE 029 963

Medical Education and Research Costs (MERC). Study
  Recommendations and Progress Report to the Legislature.
PUB DATE- Dec 96
NOTE- 35p.; For related documents, see HE 029 960 and HE 029 962.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Costs; *Financial Support; Health Personnel; Higher
  Education; *Medical Education; *Medical Research; Physicians;
  Program Descriptions; *Public Policy; State Legislation; State
  Programs; Statewide Planning
IDENTIFIERS- Health Care Reform; *Minnesota

This report discusses the activities of Minnesota's Medical Education and Research Costs (MERC) project, which was undertaken to gather data on the costs of medical education and health care research conducted by hospitals, medical centers, and health maintenance organizations and to develop mechanisms to assess the costs across the health care system. It provides a summary of the project's activities from 1993 through 1996, anticipated work for 1997, and recommendations for the funding of medical education and research in Minnesota. The report calls for: (1) the creation of a MERC Trust Fund to be financed by general fund and Health Care Access Fund dollars; (2) the shifting of medical education "add-on" funds from the Pre-Paid Medical Assistance Program to the MERC Trust Fund; (3) the accreditation of all programs seeking funds from the MERC Trust Fund; (4) the immediate implementation of legislation regarding distribution formulas; (5) the direction of funds to sponsoring institutions or consortia; (6) the implementation of specific application requirements for funding; and (7) the implementation of specific MERC annual cost and program report requirements. Appendixes provide additional information on MERC legislation and the MERC Advisory Committee members. (MDM)

ED 404 948　　　　HE 029 964

Cantor, Jeffrey A.
Experiential Learning in Higher Education: Linking Classroom and
  Community. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 029 965.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- College Faculty; *College Instruction; Cooperative
  Education; *Economic Development; Educational Attitudes;
  *Experiential Learning; Higher Education; Literature Reviews;
  Outcomes of Education; Practicums; School Business

a great service to human culture. In seven essays the book pursues the relevance of these historical issues to today's colleges and universities. To find out what went wrong, and why, the book sees a relationship between the pursuit of higher education and the humanities--particularly philosophy, literature, and Jewish thought. The essential message is that technological training is not what teaching is about; that teaching is instead the embrace of human life and human sanctity. Educators are urged to remember the importance of literary and philosophical inquiry in general education and resist the over-emphasis on science, technology, and business. Essay titles include: "Implications of the Wannsee Conference for Higher Education"; "The Eclipse of the Highest in Higher Education"; "The Politics of Power at the Core of the Curriculum"; "The Role of the Humanities in Higher Education"; "The Honors Student, the Professor, and the Program in Higher Education"; and "On the Essence of Teaching." (Contains 100 references.) (CH)

ED 404 966 HE 029 995

Smith, Michael Clay; Fossey, Richard
Crime on Campus. Legal Issues and Campus Administration. American Council on Education/Oryx Series on Higher Education.
PUB DATE- 95
NOTE- 268p.; For the previous edition, "Coping with Crime on Campus," see ED 303 060.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Security; *Crime Prevention; Due Process; Evidence (Legal); Higher Education; Illegal Drug Use; *Law Enforcement; Legal Responsibility; Police School Relationship; *School Security; Search and Seizure; Security Personnel; Stealing; Victims of Crime; Violence
IDENTIFIERS- *Student Right to Know and Campus Security Act

This book discusses issues related to campus crime and offers administrators suggestions and checklists that can be used to evaluate current procedures and defuse potential problems. Chapters cover: (1) "The Campus: A Sanctuary?"; (2) "The Complexion of Campus Crime Today"; (3) "The Concept of Crime and the Shape of Criminal Law"; (4) "College Liability Resulting from Campus Crime: Resurrection for In Loco Parentis?"; (5) "Lawsuits, Liability, and Risk Management"; (6) "Buildings, Grounds, and Campus Crime"; (7) "Human Sexuality and Crime in Campus Life"; (8) "Searching, Seizing, and Confessing"; (9) "Fraud, Theft, Payoffs, and Other Campus Mischief"; (10) "Alcohol and Drugs as Campus Crime"; (11) "Students, Suds, and Summonses: Strategies for Coping with Campus Alcohol Abuse"; (12) "Firing the Miscreant Employee"; (13) "Victims"; (14) "Responding to a Crime Incident: A Practical Guide for Campus Decision Makers." Other topics addressed are computer crime and its affect upon the campus, recent court rulings and legislation that directly affects higher education, and the Student Right-to-Know and Campus Security Act. (Notes are appended to each chapter; there is also a table listing 220 legal cases.) (CH)

ED 404 967 HE 030 010

(Cable News Network) Newsroom broadcasts for the month of February, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: elections in Pakistan for a new prime minister, U.S. President Clinton unveils proposals to improve education, President Clinton delivers State of the Union Address, a civil trial jury finds O. J. Simpson liable for the deaths of his former wife and her friend, Botswana and Namibia are engaged in a "water war" that threatens an ecosystem, and President Clinton reveals his 1998 budget, promising to eliminate deficits by the year 2002 (February 3-7); Ecuador names a new president, violence erupts in Albania over the collapse of a dubious investment scheme, the Serbian parliament passes a bill recognizing opposition election wins, space shuttle Discovery begins a mission to repair the Hubble Telescope, and the EPA (Environmental Protection Agency) wants tougher air quality laws (February 10-14); President Clinton orders striking pilots to work, the war in Zaire is taking a tragic toll on refugees, North Korea will not challenge a senior aide's defection, U.S. government holds an electronic town meeting over new tobacco selling rules, China mourns the death of its long-time leader Deng Xiaoping, and James Earl Ray, the man serving time for killing Dr. Martin Luther King, Jr., wants his day in court (February 17-21); scientists announce they have cloned a mammal, President Clinton decides to release illegal Chinese immigrants, and proposes a record anti-drug budget, a government commission will study the Gulf War nerve gas report, and critics charge the new television ratings system gives viewers insufficient information (February 24-28). (SWC)

ED 404 985 IR 018 243

Nigohosian, Robert H.
Scholarly Internet Research: Is it Real?
PUB DATE- 3 Mar 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Electronic Mail; *Evaluation; Higher Education; Information Literacy; *Information Seeking; Information Skills; *Information Sources; *Internet; *Online Searching; Research Needs; Student Research; User Needs (Information); World Wide Web
IDENTIFIERS- Browsing; Information Overload

This paper addresses several issues relative to Internet research and ethics in an era of information explosion and information anxiety. Situations are reviewed in which misleading or "junk" information appears in web sites--information which novice users may not be able to distinguish from valuable sources. Suggestions for proper evaluation of Internet information are then outlined. The discussion includes: (1) awareness of electronic mail hoaxes and home pages that may be nothing more than a form of vanity publishing (it is noted that a document that may have information of great value, but one which has not been through the peer review process or disseminated by the trade publishing industry is still a vanity work); (2) identification of research needs and the usefulness of information sources; (3) validation of authors by investigating information such as reputation, perspective, timeliness, and costs for material; and (4) advantages of valid Internet research, or the ability for professors to spot check sources while sitting at their computer. Some search engines, which can

IDENTIFIERS- Association of College and Research Libraries; *Copyright Compliance; *Sample Materials

This guide provides samples of college libraries' copyright policies and materials as a reference for library and learning resources personnel who need to create formal copyright policies, procedures, and publications and for those who are reviewing and updating their existing copyright materials. A survey of 310 members of the Community and Junior College Libraries Section (CJCLS) of the Association of College and Research Libraries (ACRL) was conducted to elicit information about copyright policies and practices and to obtain sample documents for this publication. The survey achieved a 26% response rate (n=80). Of the respondents, 66% (n=53) have formal written copyright policies, and nearly all respondents have separate written copyright procedures or forms for individual library services. The guide includes the following sections: (1) Introduction; (2) Survey Review; (3) Board Policies, sample exemplary copyright policies for five colleges; (4) Informational Documents, instructional publications focusing on copyright developed by six community colleges; (5) Specific Applications, sample procedures and forms for interlibrary loan, library reserves, print duplication and course packets, video viewing and off-air taping, media adaptation and production, distance learning, music and fair use, computer software and fair use, and materials developed by employees; and (6) Appendices, including the CJCLS survey, a list of contributing institutions, bibliography, fair use criteria and related guidelines, and information about the editors and CJCLS. Sample documents comprise the majority of this guide. An index is provided. (Contains 15 references.) (SWC)

ED 405 004 IR 056 326

Ronnie, Mary; And Others
Education for Librarianship in New Zealand and the Pacific Islands. The Education of Library and Information Professionals: An International Series.
PUB DATE- 96
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Archives; Certification; Foreign Countries; Futures (of Society); Higher Education; Information Science; Library Associations; *Library Development; *Library Education; Library Planning; Universities
IDENTIFIERS- *New Zealand; *Pacific Islands; Papua New Guinea; South Pacific

This volume covers the history of library development, library education, and national planning for library coverage in New Zealand, as well as Papua New Guinea and the South Pacific. The chapters are as follows: (1) "Setting the New Zealand Scene"; (2) "The New Zealand Library Association Certificate Course"; (3) "Graduate Education, 1946-69"; (4) "The Move to Victoria University of Wellington"; (5) "Victoria's School"; (6) "The Certificate of Library Studies"; (7) "Libraries in Schools"; (8) "Issues Facing the Profession"; (9) "Archivists and Recordkeepers: A Companion Profession"; (10) "Courses in Librarianship: The Present, and Future Plans"; (11) "Education for Librarianship and Information in Papua New Guinea" (John Evans); and (12) "Education for Librarianship in the South Pacific" (Melvyn D. Rainey). (Contains 33 references.) (AEF)

Focusing on innovations in workforce preparation and emerging practices in community colleges, this report examines tech prep programs and efforts to integrate academic and vocational education. Following an executive summary and introduction, section 1 outlines federal initiatives and other sources of support for innovation in workforce preparation. Section 2 discusses efforts in integrating academic and occupational education to enhance student achievement, focusing on combining academic and vocational content in individual courses; combining academic and occupational perspectives in multidisciplinary courses; the use of tandem courses, clusters, learning communities, and capstone courses that require students to plan and execute a project; basic skills and English-as-a-Second-Language courses in occupational contexts; and the costs and benefits of curriculum integration. Section 3 describes the community college role in curriculum integration and tech prep, examining community college activities in tech prep programs, factors limiting change in the colleges, emerging tech prep models, and successes of tech prep programs related to increased collaboration and student completion rates. The final section summarizes the benefits of these innovations and reviews the need for institutionalized support for the further development of curriculum integration and tech prep programs. Contains 41 references. (TGI)

ED 405 022 JC 970 128

Levine, Judith, Ed.; Indenbaum, Gene, Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, New York, March 20-22, 1996).
PUB DATE- Mar 96
NOTE- 179p.; For selected papers, see JC 970 129-141. For the previous year's proceedings, see ED 389 364.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Active Learning; *Classroom Techniques; *College Instruction; Cooperative Learning; Critical Thinking; Distance Education; Group Discussion; Higher Education; Instructional Development; *Instructional Innovation; Learning Strategies; *Psychology; *Teaching Methods; Two Year Colleges

The 18 papers in this proceedings describe strategies and practices used in undergraduate psychology courses at two- and four-year colleges. The following presentations are included: "The Costs and Benefits of Critical Thinking," (Randall E. Osborne, Judy Laws, Ken Weadick, and Vicki Mantooth); "What's a Developmentalist To Do?" (Judith Luis); "The Use of Role Playing Techniques Helps Students Understand Organizational Principles," (Edward J. Murray and Carol A. Puthoff-Murray); "Distance Learning in Psychology: Organizing, Managing, and Mentoring," (Patricia A. Oswald); "The Quest for Respect: Quality Within a Distance Education Context," (Kenneth C. Elliot); "The Bigger Picture: Context in the Research Methods Course," (Susan M. Schneider); "Teaching Concepts in Experimental Psychology through Journal Articles: A Technique that Works!" (Susan K. Marell); "Computer Aided Statistics Instruction Protocol (CASIP) Restructuring Undergraduate Statistics in Psychology: An Integration of Computers into Instruction and Evaluation," (Ki-Young Rah and Michael Scuello); "Teaching a Test and Measurements Course by Developing a Measurement Instrument," (Margaret D. Anderson); "Psychometric Scales: Learning by Doing," (George C. Fago); "Human Development or Developmental Psychology: That Is the

the Northwest Territories, Canada, this plan describes general directions and strategies for the period from 1995 to 2000. Following a summary, section 1 provides background to the development of the plan, while section 2 provides information on the college, including data on students and graduates. Section 3 describes AC's planning process, reviewing methods used to ascertain community views and analyze data, and presents data on the educational needs and characteristics of the college's service area. Section 4 discusses AC's community-centered approach to educational delivery, highlighting its focus on community development and the incorporation of traditional knowledge, and provides a statement of college values and mission. Section 5 presents the following seven strategies for implementing the college's vision: (1) increase community-based programs; (2) continue the focus on career-oriented programs; (3) strengthen adult basic education programs; (4) strengthen student support services; (5) increase understanding of regional issues through research; (6) incorporate traditional knowledge into programs and services; and (7) prepare to become a university college. Finally, section 6 provides projections of organizational changes required to implement these strategies, while section 7 reviews the relationship of plan to regional educational efforts through the year 2010. Appendixes provide a list of community contacts consulted in developing the plan, tables of strategic directions, and a rationale for capital investment. Contains 17 references. (HAA)

ED 405 040 JC 970 159

McCabe, Robert H., Ed.
The American Community College: Nexus for Workforce Development.
PUB DATE- Feb 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Role; *Community Colleges; Educational Innovation; *Educational Legislation; Education Work Relationship; Financial Support; *Labor Force Development; Program Descriptions; Program Development; Two Year Colleges

Emphasizing the central role of community colleges in workforce development, this two-part monograph reviews the status of workforce development initiatives at the national, state, and local levels and provides descriptions of 10 exemplary programs at community colleges across North America. The first part focuses on the status of and operating context for workforce development and provides the following four chapters: (1) "Federal Workforce Legislation," (Robert H. McCabe and Laura Pincus); (2) "State Initiatives in Workforce Development," (Robert H. McCabe and Laura Pincus); (3) "Community Colleges as the Nexus for American Workforce Development" (Robert H. McCabe); and (4) "Building Effective Workforce Development Programs," (Tony Zeiss). The second part then presents two to four-page in-depth descriptions of exemplary workforce development programs at the following 10 community colleges: Florida's Daytona Beach Community College, Texas' Collin County Community College, Toronto's (Canada) Humber College, Illinois' Black Hawk College, Michigan's Delta College, Kansas' Johnson County Community College, Oregon's Lane Community College, Colorado's Pueblo Community College, Wisconsin's Waukesha County Technical College, and Illinois' Moraine Valley Community College. Contains 63 references. A list of monograph contributors is attached. (HAA) for additional business volume generated through re-spending of the direct expenditures. Results of the study included the following: (1) the direct economic impact from the institution, employees, and students amounted to $64,809,383; (2) indirect economic impact determined through the multiplier was calculated at an additional $64,809,383, resulting in a total tangible economic impact of $129,618,766; (3) in 1993-94, JCCC employed 735 full-time individuals, while an additional 4,536 full-time jobs in the County were attributed to college's economic impact; (4) total taxpayer investment in JCCC in 1993-94 fiscal year was $43,542,194; and (5) for every dollar spent by taxpayers in support of JCCC, $2.98 was returned to the local economy, a return investment of nearly 3 to 1. (HAA)

ED 405 058 JC 970 217

Conklin, Karen A.
Follow-Up of JCCC Career Program Completers, Class of 1994-95.
PUB DATE- Aug 96
NOTE- 73p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Outcomes Assessment; Community Colleges; *Education Work Relationship; *Employer Attitudes; Followup Studies; Graduate Surveys; *Participant Satisfaction; Salaries; *School Effectiveness; Two Year Colleges; *Vocational Education
IDENTIFIERS- Johnson County Community College KS

Each year, Kansas' Johnson County Community College (JCCC) surveys students who completed career programs during the previous year and their current employers to determine outcomes and levels of satisfaction. In fall 1995, 723 students who earned degrees and certificates or who left the college with marketable skills were surveyed. Completed questionnaires were received from 514 former students and 236 of the 303 employers identified by the respondents who were working in jobs related to their course of study. Major findings included the following: (1) 83% of the respondents were employed in a job related to their program, 4% were pursuing additional education, and less than 3% were unemployed and looking for work; (2) the average annual salary reported by respondents employed full-time in a related job was $26,665, up from $23,462 in 1991; (3) the overall average annual salary reported by males was approximately 3% higher than that reported by females; (4) 82% reported that they had made gains in self-confidence at JCCC, while 79% cited improvements in decision-making skills; (5) 93% indicated that they would attend JCCC again and nearly 96% said that they would recommend the college to friends; and (6) 84.3% of the employers rated JCCC graduates as excellent or good in terms of overall job preparation. Data tables and the survey instruments are appended. (HAA)

ED 405 059 JC 970 218

Johnson County Community College Student Needs Assessment.
PUB DATE- Oct 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Colleges; Needs

Networks; Social Services; Social Support Groups
IDENTIFIERS- *Even Start; Family Literacy; *Family Support

A significant portion of Even Start's efforts are directed toward helping families support their young children's education. The quality of the home environment contributes to children's success in school. To improve the quality of this environment, Even Start concentrates on five major aspects of family life which can affect children's school performance: (1) parents' understanding of child development and children's abilities; (2) parent teaching strategies; (3) the extent to which the home is developed as an early literacy environment; (4) parental control and methods of discipline; and (5) family dynamics. Stress, the amount of familial support, early family experiences, child characteristics, and stage of parenthood all contribute to parenting styles and effects on children. Even Start efforts must begin where parents are, encourage parent discussion, use multiple interventions, and maintain a balanced focus. To accomplish program goals, managers of Even Start programs need to develop experiences appropriate to the clients, include children, and respect and learn from parents. (JW)

ED 405 077 PS 024 642

Renard, Rosamunde
Caribbean Community-based Early Childhood Education Centres, National Fund Raising, and a Profile of the National Association of Early Childhood Educators.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Community Programs; Community Role; *Community Schools; *Day Care Centers; *Disadvantaged Youth; *Early Childhood Education; Educational Finance; Foreign Countries; Fund Raising; Program Descriptions; Program Proposals
IDENTIFIERS- *Program Characteristics; *West Indies

Community-based early childhood education and development programs can serve a geographical community, but may also serve a group not necessarily from the same community but who have a deep interest in one or more community-based schools. This set of booklets provides a proposal and program characteristics for a community-based early childhood education center. The six booklets are as follows: (1) "Community Based Preschools," including reasons for community-based pre-schools and fundraising guidelines; (2) "The Why, What, and How of a Community-based Early Childhood Education Centre," including activities that would take place, the managerial hierarchy, and how local funding is raised; (3) "Local Fund-raising in Early Childhood Education Centres," including forms for calculating funding amounts and expenses at the centre level; (4) "National Fund Raising," including form letters requesting sponsorship; (5) "Agendas for Board Meetings of Caribbean Community-based Early Childhood Education Centres," including parent meetings, Parents as Teachers Programme, Parent Educator minutes, scholarships, annual budgets, policies, and elections; and (6) "Profile of the National Association of Early Childhood Educators NAECE ," including a 5-year action plan, rationale, objectives and mission statement of the NAECE. (WJC)

ED 405 078 PS 024 775

environments, and the number of children in foster care for longer than 2 years. Additional testimony in support of the change is presented from: (1) the acting assistant secretary for Children and Families, Administration for Children and Families, U.S. Department of Health and Human Services, Olivia A. Golden; (2) the director of the University of Rhode Island's Family Violence Research Program, Richard J. Gelles; (3) director of Montgomery County (Ohio) Children Services Board, Helen Leonhart-Jones; and (4) director, Los Angeles County (California) Department of Children and Family Services, Peter Digre. Additional statements, articles, and correspondence--both anecdotal and research-based, are appended from Senator Jeffords, the speakers, and the Child Welfare League of America. (HTH)

ED 405 095 PS 025 036

Making Sense of the Change: Missouri Children's Budget Watch Report.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.; Prudential Foundation, Newark, N.J.
PUB DATE- Dec 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Child Health; Child Neglect; Children; Child Welfare; *Expenditures; *Federal Aid; Financial Policy; Health Programs; Nutrition; *State Aid; State Federal Aid; *Well Being; Youth Employment
IDENTIFIERS- *Childrens Budget Watch Project; Citizens for Missouris Children; Missouri

In preparing for changes in federal funding policies the state of Missouri is one of 13 states to participate in the Children's Budget Watch Project, which documents expenditures on children's programs for the fiscal years 1990, 1993, 1994 and 1995. This report from the Citizens for Missouri's Children presents data on Missouri's expenditures in a variety of areas related to child well-being. Following descriptions of the impact of reduced federal funding and of the Children's Budget Watch project, the report details the context of state fiscal policy, revenue, and expenditures. Remaining chapters detail expenditures in areas including education, health and nutrition, child protection, early childhood education and care, and juvenile justice. Tables containing expenditures, services, and needs data collected by the Project are included. Among the findings are: expenditure in 1995 for income support programs increased 32 percent from 1990 but decreased 1 percent from 1994. Missouri's elementary and secondary education expenditures increased 13 percent from 1990, 6 percent of which was from federal funds. Because of Medicaid growth, total health expenditures doubled between 1990 and 1995. Child nutrition programs, almost totally federal funded, increased 33 percent between 1990 and 1995. Child protection (care for abused and neglected children) expenditures increased 26 percent from 1990 to 1995. Early childhood care and education programs such as FUTURES show a 33 percent increase in expenditures, more than half of which was federally funded. Expenditures for youth development programs decreased between 1990 and 1995, but juvenile justice expenditures increased 44 percent. (AS)

ED 405 096 PS 025 038

problems encountered by children and adolescents as they grow up. Regular departments in the newsletter issues include "Keep Your Eye On...," which briefly presents results of research into childhood and adolescent problems; "New Research," summarizing research from recent publications and professional conferences; "Guest Commentary," featuring editorials from various professionals working with children and adolescents; book reviews; and client handouts designed for use by practitioners. Major topics featured in the 1995 newsletters include: (1) underage gambling (January); (2) onset of schizophrenia (February); (3) male victims of spouse abuse (March); (4) teen suicide (April); (5) prejudice among children (May); (6) the Oklahoma City bombing and post-traumatic stress disorder among children (June); (7) conflict resolution among toddlers (July); (8) orphanages (August); (9) infant disorders (September); (10) grief counseling (October); (11) sudden infant death syndrome (November); and (12) infant massage (December). A year-end index to the issues in this volume facilitates searching for particular topics. (KDFB)

ED 405 113 PS 025 093

Child Care and Early Childhood Education: A KIDS COUNT Report of Findings in Michigan. A Status Report.
PUB DATE- Sep 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Day Care Centers; Disadvantaged Youth; *Early Childhood Education; Employed Parents; Mothers; Preschool Education; Resource Allocation; *Social Indicators; *Sociocultural Patterns; Tables (Data)
IDENTIFIERS- Child Care Costs; *Child Care Needs; Michigan

This Kids Count status report profiles the status of child care and early childhood education in Michigan. The first part of the report examines the growing need for child care, and examines three main issues; availability, affordability, and quality. The second part of the report examines these issues as they pertain to the state of Michigan. Throughout this report, tables and graphs illustrate child care statistics. Eleven appendices include additional data such as labor force participation of women, average child care costs as a percentage of income by county, and Head Start and at-risk program enrollments. Based on the data, the report concludes that the need for quality child care is growing, and that child care helps families remain self-sufficient and increases productivity. Given the relationship between child care, early childhood education and later school and social success, investments in this area should be considered critical to an overall economic strategy. Contains 47 references. (WJC)

ED 405 114 PS 025 094

KIDS COUNT in Michigan 1994 Data Book: County Profiles of Child and Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 351p.; For 1995 Data Book, see PS 025 095; for 1996 Data Book, see PS 025 096. Funding also provided by the Skillman Foundations.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

Residential Programs; School Role; Young Children
IDENTIFIERS- *China; Family Policy; Only Child Family

Recognizing and appreciating culturally diverse views of what is best for children is important, as underscored by the views of childhood evident in early childhood education programs in China. Families and schools in modern China experience unique social and political pressures, the most obvious of which is the "one child policy," which runs counter to traditional cultural values and creates ambivalence among parents who must sacrifice personal happiness for the common good. Parents who grew up with several siblings are mandated to have only one child. These parents are concerned that their children are lonely and are missing opportunities to develop socially desirable behaviors, such as sharing. Schools attempt to counteract perceived overindulgence of only children by sparsely equipping toy shelves so children are encouraged to share, wait their turn, and negotiate with peers. Popular residential programs for children 2 to 6 years accommodate child care needs of working parents. Most early childhood teachers hold high school diplomas or degrees from programs equivalent to American junior colleges. Their preservice education focuses on the dramatic, performing, and visual arts and practical skills emphasized in early childhood programs. The Chinese educational philosophy is based on the belief that learning should occur through continual, careful shaping and molding and that creativity is demonstrated only after the child has perfected prescribed and approved performances. (KDFB)

ED 405 132 PS 025 144

Jambor, Tom
Coordinating the Elusive Playground Triad: Managing Children's Risk-Taking Behavior, (While) Facilitating Optimal Challenge Opportunities, (within) a Safe Environment.
PUB DATE- 10 Oct 95
NOTE- 9p.; Paper presented at the International Conference on Playground Safety (University Park, PA, October 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; *Children; Injuries; *Play; *Playgrounds; Recreational Facilities; Risk; *Safety; School Safety
IDENTIFIERS- *Child Safety; Playground Design; Playground Equipment; *Risk Taking

While it is our responsibility as adults to protect our children from hazards that would inflict injury, it is also our responsibility to provide children with a safe play environment providing challenging opportunities to explore, practice, and reach personal levels of competence. Children learn their own play abilities and limitations through the trial and error of daily play encounters. Once personal competence and a sense of security are gained, children attempt higher levels of play involvement. Inventing new ways to play on boring equipment can lead to risk-taking that increases the chance of injury. Adults should be aware of children's understanding of play challenge. Toddlers have little understanding of potentially dangerous situations and must be closely monitored. Preschoolers should be given opportunities for play that lead to enhanced competence. By age 7, children are unlikely to exceed their ability and take unnecessary risk unless pressured by children or adults. However, some children are inherently more likely than others to be risk-takers at an early age. A constructive

Mississippi school district that failed to meet minimum state educational standards. Part of the Mississippi Delta, the county school district is rural and agricultural, contains no large towns or cities, and is characterized by declining population and pervasive poverty. African Americans make up 60 percent of the population but virtually all of the public school enrollment. In 1995 the district was placed on probation due to low standardized test scores, and state education officials and educational consultants came to the district to assist with a 15-month improvement period. Strategies included narrowing the focus of the curriculum and aligning it with the state mandated test, the Iowa Test of Basic Skills; repairing and cleaning badly deteriorated school buildings; providing principal workshops on assessment practices and building maintenance; providing teachers with professional development on implementation of new curricula and instructional techniques and development of instructional units; aligning activities in the computer lab with curriculum objectives; and training a cadre of teachers in reading skills. Obstacles to change included buildings in very bad condition, lack of air conditioning in the oppressive delta heat, endless delays in repairs and equipment installation, hiring of ill-qualified teachers due to the shortage of applicants, and negative attitudes. Although a few teachers and administrators desired to move mountains, many teachers exhibited a tolerance for lack of order, harshness toward children, and acceptance of poor student achievement. (SV)

ED 405 149   RC 020 864

Spatig, Linda; And Others
Developmentalism Meets Standardized Testing: Low Income Children Lose.
PUB DATE- Nov 96
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); Disadvantaged; Early Childhood Education; *Educational Practices; Low Achievement; *Low Income Groups; Program Evaluation; Staff Development; *Standardized Tests; Teacher Response; Transitional Programs; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; *Project Head Start; Teaching to the Test; West Virginia

In the Head Start Public School Transition Demonstration Project, 32 demonstration sites across the country have extended Head Start-like services to help low-income children transition smoothly into the elementary grades. Preliminary evaluation of a demonstration program in two West Virginia counties suggested that Head Start students receiving transition services did not gain academically. In 12 schools, standardized tests of verbal achievement and basic math problem solving were administered to 290 students entering kindergarten and 243 students at the end of second grade. Students had received no Head Start services, Head Start only, or Head Start plus transitional services. Head Start participation had no effect on kindergarten results, and neither Head Start nor transitional services affected second-grade results. Ethnographic data collected by participant-observers during the program indicate that the project encouraged teaching practices that may be inconsistent with the

Theobald, Paul; Howley, Craig
Public Purpose and the Preparation of Teachers for Rural Schools.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; Democratic Values; Educational Philosophy; *Educational Principles; Elementary Secondary Education; Higher Education; Professional Education; Relevance (Education); *Role of Education; *Rural Education; School Community Relationship; *Teacher Education; Universities; *Values
IDENTIFIERS- Civic Values; Postmodernism; *Professionalism; *Sense of Place; Social Justice; Sustainability

The challenge of "ruralizing" teacher preparation programs is to teach teachers to think with sufficient critical intent to violate professional norms that have been unhealthy for rural schools and communities. Universities are institutions with cosmopolitan rather than local purposes. Over the centuries, the mission of higher education has shifted from serving society as a whole to serving individuals. At the same time, philosophy has almost disappeared as a field of study, supplanted by an emphasis on the development of expertise. As it prepares students for the myriad professions, the university diffuses technical rationality as the most "useful" form of mind and virtually abandons forms of rationality characteristic of philosophy, thereby subverting both intellect and feeling. The work of the mind has been restricted to the path of economic instrumentalism, advancing scientific and industrial "progress" and, most recently, the global economy. Underlying these developments are assumptions about the desirability of large size, efficiency, technological progress, and unlimited consumption--assumptions that have helped to create many social and environmental problems and to undermine rural community life. The absence of philosophy from professional preparation is particularly bothersome in the case of teacher education. Properly educative experiences develop character, and character development depends upon ethical action in the local sphere. Teacher educators who would build a program that resonates with their rural locale must honor the local genius that shapes character and must also embrace values of sustainability, social justice, and democracy. These mutually reinforcing ideas form the basis of an education that cultivates civic virtue--a major shift in thinking about the public purpose of education. Contains 28 references. (SV)

ED 405 165 RC 020 955

Howley, Craig B.; Harmon, Hobart
Sustainable Small Schools in the Rural U.S.: Construct and Exploratory Analysis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 25 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Efficiency; Elementary

is now an important strand in school curricula in many nations. Many of the contributors discuss statistics in the schools from various perspectives. University education is not neglected, nor is the issue of training government statistical staff. This proceedings is divided into eight sections according to general topic. The sections are: (1) "Statistical Education at School Level"; (2) Teaching Probability and Statistics at University Level"; (3) "Computers, Video and Other Tools in the Teaching of Probability and Statistics"; (4) "Education Programs and Training in Statistics"; (5) Issues in the Teaching of Probability and Statistics"; (6) "The IASE International Association for Statistical Education and Problems of Statistical Education in Developing Countries"; (7) "Updating Teaching Methods in Probability and Statistics"; and (8) abstracts from the poster sessions. Contains a list of participants. (PVD)

ED 405 184 SE 058 315

Scholer, Anne-Marie
A College Biology Unit on the Evolution of Genetics, Incorporating a Historical Female Scientist and Current Social Applications.
PUB DATE- Apr 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; College Science; *Females; Genetics; Higher Education; *Role Models; *Science Instruction; *Student Attitudes

There is a scarcity of research evaluating the effect of the classroom exposure of students to historical and/or female role models in the sciences. This paper describes a unit involving an historical female role model that was incorporated into a college-level science course. The goals of the unit were to provide an historical context for scientific research, explore social implications of the modern extension of this research, and provide a female role model prior to 1970. The unit consisted of a lecture, two assigned readings, and a discussion period. Data were qualitative and the main source of this data came from journals kept by participating students (n=13). Journals were coded for themes. This was a hypothesis-generating study. The operative hypothesis was that the students would report an improved awareness of women in science and of the social and historical context of the sciences. Due to a confounding factor, no conclusions could be drawn as to whether the students saw science as masculine, feminine, or androgynous, or whether there were any changes in opinion during the time of the experiment. Includes study outline and list of journal questions submitted to the students. (Contains 13 references.) (PVD)

ED 405 185 SE 059 557

Hirzy, Ellen Cochran, Ed.
True Needs, True Partners: Museums and Schools Transforming Education.
PUB DATE- 96
NOTE- 78p.; Foreword by Richard W. Riley.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

Technical Notes. Appendices contain detailed tables, sampled institutions, fields and subfields used in the national survey, and a copy of the department/facility questionnaire. (JRH)

ED 405 206 SE 059 787

Kumar, David; Romance, Nancy
Considerations for Networking for Better Practice in Science Education.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Southeastern Association for the Education of Teachers in Science (Smyrna, GA, November 16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Information Networks; *Information Technology; *Information Transfer; *Professional Development; Science Education

Unprecedented developments in information technology and a steady expansion of the free-market system are posing challenges to the status-quo of all professions, including science education. In order to make improvements in their practices in line with the exponential growth of information and the demands of increasingly well-informed consumers, it is imperative that professionals network with each other. This paper highlights the importance of networking as a powerful and constructive way of accomplishing better practices in science education. It discusses what networking is and highlights different interactions, including interactions with professionals outside academe, interactions with professionals inside academe, and interactions with consumers. It is concluded that the future of science education will depend on how science educators network among themselves and with others from related and diverse disciplines in an age of information and free-market economy. Contains 11 references. (JRH)

ED 405 207 SE 059 791

Drew, David E.
Aptitude Revisited: Rethinking Math and Science Education for America's Next Century.
PUB DATE- 6 May 96
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Educational Change; Educational Strategies; Elementary Secondary Education; *Equal Education; Higher Education; *Mathematics Education; Minority Groups; *Science and Society; *Science Education; Technology
IDENTIFIERS- *Reform Efforts

This book takes the position that the people least encouraged to study mathematics and science in our society are those who have the least power. It systematically reviews studies, programs, and data to identify the causes of our educational problems and the solutions that will work. Chapter 1 includes a discussion of the links between education, technological productivity, and economic development. Chapter 2 addresses the appalling lack of scientific literacy in the American public as profiled in

This Pilipino resource book contains 15 open-ended stories and numerous drawings about the theme and interaction that pertain to a social studies curriculum for grades three and four developed by the Asian American Bilingual Center. The Center is a project of the Berkeley, California Unified School District and California State University. The book accompanies a teacher's guide. (SG)

ED 405 226 SO 022 130

Social Studies: Introductory--Identity. Teacher's Guide and Resource Book=Araling Panlipunan: Intro--Pagkakakilanlan. Ang Patnubay Ng Guro At Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 262p.; For related documents in the series, see SO 022 126-135.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Concept Formation; Curriculum Development; Early Childhood Education; *Ethnic Groups; *Family (Sociological Unit); Filipino Americans; Group Dynamics; Individual Characteristics; *Individual Development; Interdisciplinary Approach; Kindergarten; Kindergarten Children; Preschool Children; Resource Materials; Self Concept; Self Esteem; Tagalog; Teaching Guides; *Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correlate to the concepts of identity, needs, and interaction. The Introductory Level is designed for prekindergarten and kindergarten children. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Self-Discovery," develops concepts concerning how people identify themselves with different kinds of information, how people are similar or different, how people change and grow, and the fact that people are complex living things. Unit 2, "Family and Ethnic Group," examines the conceptual premise "people belong to different groups." The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 227 SO 022 131

Social Studies: Level One--Identity. Teacher's Guide and Resource Book=Araling Panlipunan: Unang Antas--Pagkakakilanlan. Ang Patnubay Ng Guro At Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 338p.; For related documents in the series, see SO 022 126-135.
LANGUAGE- English; Tagalog

This reproducible manual contains over 300 outlines of novels for use by middle-school, junior-high, and senior high school teachers and students of U.S. history and literature. Novel types found in this manual are historical, biographical, classical, and utopian. The book provides an introduction, suggestions on how to use the book, and ideas for student activities. The sections are: Bibliography; (2) Chronology; (3) Themes; (4) Titles; and (5) a Supplemental Movie Listing. The book concludes with an "Index of Historical Characters and Events." (EH)

ED 405 245 SO 026 249

Silnutzer, Randi, Ed.; Watrous, Beth Eildin, Ed.
Drawing from the Well. Oral History and Folk Arts in the Classroom and Community.
SPONS. AGENCY- Massachusetts Cultural Council, Boston.
PUB DATE- 90
NOTE- 135p.; Cover drawing and chapter dividers created by Rich DiMatteo.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art; Art Education; Creative Writing; Cultural Awareness; Cultural Images; Elementary Secondary Education; Ethnicity; *Folk Culture; Interdisciplinary Approach; Local History; *Multicultural Education; *Oral Tradition; Resource Materials; *Social Studies; *Visual Arts
IDENTIFIERS- *Folk Art; Massachusetts

Each chapter of this document describes a different project and approach for introducing students (elementary to high school) to oral history and folk arts. All chapters use a standard format in which a general overview of the project, describing themes, philosophies, and methods are followed by sample lesson plans, teacher guidelines, and student materials. The six chapters offer: (1) "Folklife in Education Program: Groton Center for the Arts" (Janice Gadaire) explains and uses basic concepts of folklore techniques such as observing, interviewing, and documenting; (2) "The Lifelines Project: The Oral History Center" (Cynthia Cohen with Beth Gildin Watrous) outlines an interview process focusing on listening skills and students ethnicity, ending with visual arts and writing projects; (3) "History Spoken Here: Exploring Our Roots in the Community" (Robert A. Henry; Joseph D. Thomas) presents an investigation of local history and heritage through interviews, slide shows, and field trips, the results of which were edited and published by students; (4) "A Heritage Within: Folk Heritage and the Arts in Holyoke" (Randi Silnutzer) offers a combination of oral history and music that allows students to learn about their own heritage, as they eventually conduct and then share oral history interviews with family and community members; (5) "Sing Me A Story of History" (David Bates; Diane Sanabria; Beth Gildin Watrous) combines music and oral history with other disciplines to study the 1930s in rural western Massachusetts through primary resources, printed media, radio, and advertising; (6) "The Cultural Curriculum Project" (Kathy Kelm; Mary Lou Jordan) describes an interdisciplinary approach to "cultural immersion" that allows classroom teachers to integrate cultural studies with basic academic subjects for a six to eight-week period. In the final chapter, "Bringing Oral History and the Folk Arts into Your Classroom," Beth Gildin Watrous discusses curriculum development for interested teachers. Four appendices cover practical suggestions and

Fulbright-Hays Seminars Abroad Program: Malaysia 1995. Participants' Reports.
PUB DATE- 95
NOTE- 321p.; Some images will not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Cultural Background; Culture; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Global Education; Human Geography; Instructional Materials; *Non Western Civilization; Social Studies; *World Geography; *World History
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Malaysia

These reports and lesson plans were developed by teachers and coordinators who traveled to Malaysia during the summer of 1995 as part of the U.S. Department of Education's Fulbright-Hays Seminars Abroad Program. Sections of the report include: (1) "Gender and Economics: Malaysia" (Mary C. Furlong); (2) "Malaysia: An Integrated, Interdisciplinary Social Studies Unit for Middle School/High School Students" (Nancy K. Hof); (3) "Malaysian Adventure: The Cultural Diversity of Malaysia" (Genevieve M. Homiller); (4) "Celebrating Cultural Diversity: The Traditional Malay Marriage Ritual" (Dorene H. James); (5) "An Introduction of Malaysia: A Mini-unit for Sixth Graders" (John F. Kennedy); (6) "Malaysia: An Interdisciplinary Unit in English Literature and Social Studies" (Carol M. Krause); (7) "Malaysia and the Challenge of Development by the Year 2020" (Neale McGoldrick); (8) "The Iban: From Sea Pirates to Dwellers of the Rain Forest" (Margaret E. Oriol); (9) "Vision 2020" (Louis R. Price); (10) "Sarawak for Sale: A Simulation of Environmental Decision Making in Malaysia" (Kathleen L. Prout); (11) "Malaysia: A Model Unit for Study of a Contemporary Culture" (Virginia K. Roll); (12) "Present Day Primary Education of the Pribumi Sea-Dayaks in the Second Division of Sarawak, Malaysia (Barry G. Sprague); and (13) "Vision 2020" (Risa E. Weinberger). Many units also include bibliographies and additional resources. (CB)

ED 405 266   SO 027 029

Goldstein-Kyaga, Katrin
The Tibetans - School for Survival or Submission. An Investigation of Ethnicity and Education.
PUB DATE- 93
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Asian History; *Asian Studies; Colonialism; *Cross Cultural Studies; *Ethnic Groups; Foreign Countries; Higher Education; *Literacy; *Minority Groups; *Refugees; Secondary Education
IDENTIFIERS- *China (Tibet)

This book investigates if there is a link between Tibetan ethnicity and education and, if so, how it functions. Research focused on the questions "Do the educational achievements of Tibetans in Tibet, India, and Switzerland differ and how can possible differences be attributed to their position as an ethnic group in these countries?" Interviews and participant observations were used to gather data. The study shows that the

A list of resources concludes the instructional guide. (MM)

ED 405 289 SO 027 651

Geography Assessment and Exercise Specifications for the 1994 National Assessment of Educational Progress.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Background; Educational Needs; Educational Objectives; *Educational Research; Elementary Secondary Education; Geographic Concepts; *Geography; Grade 4; Grade 8; Grade 12; *Knowledge Level; *National Surveys; Skill Analysis; Social Studies; *Test Content; Thinking Skills
IDENTIFIERS- *National Assessment of Educational Progress

This document lists and outlines the specific educational objectives of the content of the 1994 National Assessment of Educational Progress's Geography Assessment. The document is divided into two sections: "Assessment Specifications" and "Exercise Specifications." The "Assessment Specifications" provide an overall description of the construction, review, and scoring of the assessment. The "Exercise Specifications" detail the construction of the exercises in terms of form and content. The assessment will test students' knowledge of geography using a variety of stimulus materials, including text, graphics, data, maps, charts, photographs, and manipulable materials. Different responses will be combined with all of the above stimuli in developing items. The response modes are single correct option multiple choice items; written open-ended exercises, both short answer and extended response; production exercises, such as adding information to printed maps, designing and drawing different types of maps, and charting or graphing data; and a combination of a written response and a production item. The content of the assessment will cover the five themes of geography: location, place, human/environment interaction, movement, and regions. These themes will be incorporated throughout three basic categories: space and place, environment and society, and spatial dynamics and connections. The content outline includes fundamental concepts related to basic categories (physical geography as a subset of space and place). These concepts are followed by related educational objectives. For the aforementioned, these would include (1) understand basic terms related to the biosphere, such as prairie, savanna, tundra, soil humus, and depth and (2) compare the characteristics of major physical regions shown on a world map, and others. (MJP)

ED 405 290 SP 034 957

Richards, Llyn, Ed.; Wright, Judith, Ed.
SET: Research Information for Teachers, 1989.
PUB DATE- 89
NOTE- 128p.; Published twice yearly by the Australian and New Zealand Councils for Educational Research, respectively. The contents of SET (1990, #1) were entered into ERIC as individual accessions. For later issues, see ED 334 190 (1990, #2); ED 334 171 (1991, #1); ED 340 685 (1991, #2) and SP 036 763 (1992-1996).

performance data were mixed but showed few differences after the first year between the performance of ALT and TP beginning teachers. Some studies found little difference in test scores for students of TP and ALT teachers while other studies showed mixed results. North Carolina studies reported a constant pool of licensed teachers who did not teach in public schools upon graduation, and a growing rate of attrition among those who did; at the same time, there has been a 12 percent increase in alternatively prepared teachers over the past 10 years. These teachers need support and training from such efforts as local staff development, and collaboration between school districts and university teacher training programs. Three programs for alternative routes to licensure are described (Teach for America, Project ACT, and Troops to Teachers). Nine key issues for policymakers are suggested. A chart shows the options offered by North Carolina public colleges and universities to prospective teachers with a degree in a field other than education. (Contains 74 references.) (ND)

ED 405 309 SP 037 187

Handbook for Oklahoma Accredited Teacher Education Programs.
PUB DATE- 96
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accreditation (Institutions); Competency Based Teacher Education; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Legislation; *State Standards; *Teacher Certification; *Teacher Competencies; *Teacher Education Programs
IDENTIFIERS- *Oklahoma

Oklahoma Statute HB1549 required that a new competency-based system be established for teacher preparation programs. This handbook for accredited teacher education programs contains four sections: (1) the complete text of the Oklahoma Teacher Preparation Act, Enrolled House Bill No. 1549, signed by Governor Frank Keating on June 8, 1995; (2) approved rules for the administrative operations of the Oklahoma Commission for Teacher Preparation; (3) Standards for Oklahoma Accredited Teacher Education Programs, Initial Institutional Plan Guidelines, approved June 10, 1996; and (4) Institutional Plan Guidelines approved April 5, 1996. The institutional plan guidelines outline the standards and indicators to be documented in four categories: design of professional education, candidates in professional education, professional education faculty, and the unit for professional education. (ND)

ED 405 310 SP 037 188

Dharmadasa, Kiri H.; And Others
Sri Lankan Teachers' Development.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

inservice elementary teachers (n=22) completed a questionnaire in which open-ended items asked them to reflect upon their understanding of integrated, thematic, and interdisciplinary instruction. Answers were clustered and compared to determine theoretical disposition and understanding. Results indicated that inservice teachers are not in agreement as to the definition, application, or evaluation of integrated, thematic, and interdisciplinary instruction. In addition, they do not make distinctions among these models. Recommendations for teacher development programs include finding ways to target preservice and inservice teachers' theoretical conceptualizations as they impact curriculum choice. Addressing misconceptions of integrated, thematic, and interdisciplinary instruction during teacher preparation and staff development may enable teachers to select and use these curriculum models more effectively in the elementary school classroom. (Contains 11 references.) (Author)

ED 405 329 SP 037 212

Ryan, Charles W.; And Others
Teacher Education Field Experiences: Impact on Self-Esteem of Professional Year Program Interns via Electronic Portfolios.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (20th, Hilton Head, SC, February 20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Elementary Secondary Education; Evaluation Methods; Feedback; Informal Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Self Esteem; Self Evaluation (Individuals); *Student Teacher Evaluation; Student Teachers; Student Teaching; Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Authentic Assessment; Praxis Series

The College of Education and Human Services at Wright State University (Ohio) has been working since 1987 to develop and refine a portfolio assessment approach for use with candidates preparing for teaching as a profession. This paper documented efforts in authentic assessment as they related to PRAXIS III/Pathwise Assessment, which has been adopted by the Ohio State Department of Education. As part of this assessment approach, both print and electronic portfolios for use in assessing teacher proficiency have been developed. The portfolio provides a viable procedure for documenting professional activities by entry year teachers as it relates to elements of self-concept. The print or electronic portfolio permits the teacher to document a number of successful activities that relate to the process of teaching and provide feedback to the individual that his/her efforts are worthwhile and valued within the school. Experiences in working with students, administrative feedback, and peer and parental feedback are elements that can be documented in an authentic assessment process through the portfolio. The use of the portfolio permits documentation of increased professional competence in teaching and of personal growth that reflects a positive self-esteem, and recognition of rewards that accompany the profession of teaching. (Contains 34 references.) (ND)

ED 405 330 SP 037 213

and Nonacademic Characteristics of Your ACT Tested 1996 Graduates" (national report only), and "Cautions on the Use of State Aggregate ACT Scores." The national average composite score on the ACT, a college entrance examination taken by nearly 60% of America's entering college freshmen, increased to 20.9 in 1996, from 20.8 in 1995. This is the third year of the last four in which the national average has increased. This average was derived from the scores of the 925,000 high school graduates who took the ACT Assessment. The increase in the national average score for 1996 can be attributed in large part to the performance of female students. In addition, research has consistently shown that higher level preparation in the core courses is very strongly associated with higher achievement on the ACT Assessment. In turn, ACT scores relate directly to students' postsecondary performance. The relationship between increases in preparation and higher average scores can be clearly seen in the recent performance of Native American students. Although they have not caught up to the scores of the majority population, their increased core course completion is reflected in the largest overall gain among ACT-tested groups. Hispanic students, Mexican American students, and Asian American students increased their scores in 1996. African American students held their scores steady, with the exception of a slight decline in science reasoning. The relationship between advanced courses and overall performance on the ACT is especially apparent when the sequence of mathematics courses is examined. (SLD)

ED 405 348 TM 026 127

Buhendwa, Frank M.
Stages of Concerns in Preservice Teacher Development: Instrument Reliability and Validity in a Small Private Liberal Arts College.
PUB DATE- 22 Apr 96
NOTE- 50p.; Paper prepared for the conference of the National Center on Postsecondary Learning (University Park, PA, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Check Lists; Construct Validity; Educational Theories; *Education Majors; Higher Education; *Individual Development; *Professional Development; Program Evaluation; Research Needs; Self Concept; Teacher Attitudes; *Teacher Education; Test Reliability; Test Validity
IDENTIFIERS- Concerns Analysis; *Preservice Teachers; *Stages of Concern Questionnaire

Current research suggests that teacher development evolves in stages, and that teacher concerns as professionals are central to teacher development. The concerns theory suggests that teacher growth involves a gradual change from concerns about self, to concerns about the task at hand, to concerns about the connections and implications of self, students, and task (the impact stage). A checklist for measuring and drawing the characteristics patterns of the stages in teachers' concerns was recently presented by F. F. Fuller and G. D. Borich (1969, 1986, 1992, 1995). This Teacher's Concerns Checklist is recommended for assessing the educational needs of preservice teachers, especially in the formative evaluation of teacher education programs. In this paper, early findings from a classroom-based study of the Stages of Concerns Checklist are reported. These findings are from data collected over 3 found that the professor in question admitted to removing the computer network to PhOR offices and using the equipment to work on both university and PhOR grants. It was also found that drug research grant funding for the department declined from $428,000 to virtually nothing during the period while grant funding for PhOR increased substantially. The professor subsequently resigned, and the matter was referred to the state attorney general's office. Two appendixes contain a list of contributors and SUNY Buffalo's response to the report. (MDM)

ED 404 908 HE 029 912

Owings, Jeffrey; And Others
Who Reports Participation in Varsity Intercollegiate Sports at 4-Year Colleges? Statistics in Brief.
PUB DATE- Dec 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Athletics; *College Athletics; Grade 8; Higher Education; Intercollegiate Cooperation; Longitudinal Studies; *Predictor Variables; Racial Differences; Secondary Education; Sex Differences; Socioeconomic Status; *Student Participation
IDENTIFIERS- *National Education Longitudinal Study 1988

This study examined participation in high school and intercollegiate varsity athletics by following a cohort of 8th-graders through high school and the first 2 years of college. Data from the National Education Longitudinal Study of 1988 were used to track all 1988 8th-graders through 2 years after scheduled high school graduation, all 1988 8th-graders who completed high school, and all 1988 8th-graders who attended 4-year colleges by 1994. For the approximately 3 million students enrolled in 8th-grade in 1988, only 5.2 percent reported participation in intercollegiate athletics at 4-year colleges in 1994, only 2.2 percent if participation at National Collegiate Athletic Association (NCAA) Division I schools is examined separately. Among students attending 4-year colleges, 14.8 percent reported participation in intercollegiate athletics. Males were almost twice as likely as females to report participation in intercollegiate sports at NCAA Division I schools, while high socioeconomic status (SES) students were 10 times as likely as low SES students to report such participation. Black and white students were twice as likely as Hispanic students to report participation in intercollegiate sports at NCAA Division I schools. Also, while 90 percent of participants in intercollegiate athletics met previous NCAA academic standards, only 68 percent would have met the new requirements which went into effect in August 1996. (MDM)

ED 404 909 HE 029 914

Student Loans. Default Rates at Historically Black Colleges and Universities. Report to the Ranking Minority Member, Committee on Economic and Educational Opportunities, House of Representatives.
PUB DATE- Jan 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Black Students; *Eligibility;

Erickson, Jacqueline M.
Older Women in the Academy: Games We Learn To Play Coping with Systems of Inequity.
PUB DATE- 8 Nov 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Canada, November 8, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Administrator Attitudes; *Adult Students; *Coping; Equal Education; Family Work Relationship; Graduate Students; Higher Education; Paying for College; Sex Bias; *Social Support Groups; *Student Adjustment; Student Characteristics; Teacher Attitudes; Teaching Assistants; *Womens Education

This critical qualitative study explored the obstacles older women encounter as they pursue doctorates. Introductory material identifies steps in a critical qualitative approach including monological data collection, preliminary reconstructive analysis, dialogical data generation, and description and explanation of system relationships. Four women (ages 34 to 44) working on their dissertations in a doctoral program in educational administration were interviewed. Women identified such obstacles as: (1) lack of emotional support; (2) lack of financial support; and (3) a power structure that legitimizes marginalization of graduate students, particularly women and minorities. More specifically, participants interpreted the lack of emotional support as marginalization of women and lessening of their worth and perceived the 2-year limit on teaching assistantships as differentially impacting women financially since women often take longer than average to complete degrees due to family responsibilities and a greater relative burden from student loans. (Contains 24 references.) (JLS)

ED 404 929 HE 029 934

Grayson, J. Paul
Who Gets Jobs? Initial Labour Market Experiences of York Graduates. Working Paper.
PUB DATE- Jan 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Black Students; College Graduates; College Outcomes Assessment; Economically Disadvantaged; *Education Work Relationship; *Employment Patterns; Foreign Countries; Graduate Surveys; Higher Education; Job Skills; Minority Groups; Racial Factors; Student Adjustment; *Student Characteristics
IDENTIFIERS- Canada; Chinese Canadians; *York University ON

As part of a study which is following college graduates for 5 years, a survey of 2,264 graduates of York University (Ontario, Canada) who received B.A. degrees in 1995-96 shows that within 3 months of graduation, 54 percent of those seeking full-time employment had achieved this objective. The factors considered included background characteristics, institutional experiences, activities outside the university, potential job networks, generic skills, field of study, and grade point average. Independent of grades, academic honors, area of specialization,

Relationship; *School Community Relationship
IDENTIFIERS- ERIC Digests

Based on a longer report with the same title, this digest summarizes research on the use of experiential learning in higher education, focusing on classroom-community linkages. While the literature suggests that experiential learning is a necessary and vital component of formal instruction in colleges and universities, controversy exists among scholars and educators about its place and use. Faculty are concerned with optimizing the chances for their students to more easily enter their chosen professions or meet their desired goals upon graduation due to increasing competition among college graduates across most fields of study. Experiential learning programs exist across the range of subject areas and disciplines, and include cooperative education placements, practicum experiences, and classroom-based hands-on activities. Professional and technical disciplines, including education, health careers, and social work, are using experiential instructional techniques to provide students with the competencies necessary to pursue successful careers upon graduation. The literature also reveals some not-so-obvious benefits of experiential learning, including school-community linkages, proactive economic development outcomes, and technology transfers. (MDM)

ED 404 949 HE 029 965

Cantor, Jeffrey A.
Experiential Learning in Higher Education: Linking Classroom and Community. ASHE-ERIC Higher Education Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 147p.; For a digest of this report, see HE 029 964.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; *College Instruction; Cooperative Education; *Economic Development; Educational Attitudes; *Experiential Learning; Higher Education; Literature Reviews; Outcomes of Education; Practicums; School Business Relationship; *School Community Relationship; Service Learning

This report reviews the literature and research on the use of experiential learning in higher education, focusing on classroom-community linkages. It defines experiential learning and reviews the current employment of experiential learning in higher education. An introductory section explains the politics and policy issues of experiential learning at the higher education level and describes predominant forms of experiential education, current levels of participation, a conceptual framework, and administrative issues and concerns. The next two sections discuss the issues in programs using experiential learning in the arts and humanities, social sciences, health care, social work, science and engineering, business education, and technology programs. The fourth section focuses on experiential learning in the context of service learning with emphasis on the linking of theory and practice and cross disciplinary pedagogical and instructional issues. The fifth section reviews cooperative education initiatives which link classroom and community for benefits for faculty, community, students, and businesses. The final section provides a synthesis of successful practices. This section stresses the

Bowen, Howard R.; And Others
Investment in Learning. The Individual and Social Value of American Higher Education.
PUB DATE- Feb 97
NOTE- 514p.; Originally published by Jossey-Bass, San Francisco, California, in 1977 with the support of the Sloan Foundation, see ED 145 785; with a new foreword by Michael S. McPherson and Morton Owen Schapiro.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Benefits; Educational Economics; Educational Objectives; Educational Status Comparison; Education Work Relationship; Employment Opportunities; Employment Potential; Higher Education; *Outcomes of Education; *Relevance (Education); *Rewards; Social Reinforcement; Socioeconomic Status; Success

This volume explores the many ways in which college and university education influences the lives of individuals and society. While the book recognizes the economic benefits of a college education, it also surveys and lends support to the evidence of the noneconomic benefits of higher education, both for the individual and for the nation. The 15 chapters of the book are grouped into 4 parts: (1) setting the stage, (2) consequences for individuals, (3) consequences for individuals, and (4) a conclusion. Individual chapters cover the following topics: efficiency and accountability in higher education; goals and intended outcomes; cognitive learning; emotional and moral development; practical competence for citizenship and economic productivity; competence for family life, consumer behavior, leisure and health; the "whole person"; similarities and differences among institutions; societal outcomes and the ethos of higher education; societal outcomes from research and public service; progress toward human equity; economic returns on investment in higher education (prepared by Gordon K. Douglas); views of social critics (prepared by Peter Clecak); outcomes of higher education and worth to individuals; and the current debate on the future of American higher education. (Contains 650 references and a name index.) (CH)

ED 404 968   HE 030 011

Performance and Characteristics of Maryland Students Who Have Taken the SAT.
PUB DATE- Dec 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Aptitude Tests; Black Students; *College Bound Students; *College Entrance Examinations; Comparative Analysis; Higher Education; National Competency Tests; Objective Tests; *Racial Differences; Scores; *Sex Differences; Standardized Tests; Statistical Analysis; Tables (Data); *Test Results; Test Score Decline; Trend Analysis
IDENTIFIERS- African Americans; *Maryland; *Scholastic Assessment Tests

This annual report examines trends in Scholastic Assessment Test (SAT) data for Maryland vis-a-vis national trends. Major findings include the following: (1) composite SAT scores for Maryland students trail the national average for the first time since 1982; (2) composite SAT scores of African-Americans in be dependable vehicles for verification and evaluation of sources, are described: W3 Virtual Libraries Project; Clearinghouse Project; Yahoo; Point Communications; the McKinley Internet Directory; and Gale Guide. A review of some examples of search tool evaluation is also provided. (AEF)

ED 404 986 IR 018 244

Bazeli, Marilyn J.; Heintz, James L.
Technology across the Curriculum: Activities and Ideas.
PUB DATE- 97
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Audiotape Recordings; Audiovisual Aids; Computer Uses in Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Instructional Innovation; *Learning Activities; Multimedia Materials; Photographs; *Production Techniques; Student Projects; Transparencies; Videotape Recordings
IDENTIFIERS- Technology Integration

Many teachers want to use media technology to add a new dimension to classroom learning. Focusing on curriculum application and integration, the 75 projects in this activity book engage students in active, participatory, real-life learning. This book gives simple instructions and reproducible activity sheets for standard, basic technologies in the following categories: (1) video productions (2) photography/transparency activities; (3) audio productions; (4) computer activities; and (5) multimedia productions. Each category contains 15 different activities tested in real classroom situations. These creative projects are designed to motivate and involve students in cooperative, integrated, authentic student-centered learning. Each activity has an objective, an overview, a definition of skill areas covered, a materials checklist, adaptive list (for different grade levels), procedure guidelines, and evaluation techniques. Appendices provide additional resources for educators, including reproducible evaluation sheets, specialized guidelines and tips, and a list of print resources. A skill areas index and an author/title/subject index are also included. (Author/AEF)

ED 404 987 IR 018 246

Turbee, Lonnie
Educational MOO: Text-Based Virtual Reality for Learning in Community. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Computer Software; *Computer Uses in Education; Educational Media; *Electronic Text; Higher Education; High Schools; Internet; *Online Systems; Programming; *Social Networks; Student Centered Curriculum; Students; Teachers; Users (Information); *Virtual

ED 405 005 IR 056 327

Davis, Donald G., Jr.; And Others
Reading for Moral Progress: 19th Century Institutions Promoting Social Change. Occasional Papers No. 207.
PUB DATE- Feb 97
NOTE- 74p.; Papers presented at the Conference on Faith and History, Messiah College (Grantham, PA, October 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biblical Literature; *Civil War (United States); Foreign Countries; *Information Dissemination; Library Development; *Literary History; *Nineteenth Century Literature; Publications; *Religious Education
IDENTIFIERS- England; *Nineteenth Century History; *Oberlin College OH; United States

The three papers in this document examine the motives behind the collecting and loaning of publications in the 19th century. They describe the effects of three discrete movements designed to assist religious, military, and academic endeavors. The first paper, "Bread Upon the Waters: The Printed Word in Sunday Schools in 19th Century England and the United States" (Donald G. Davis, Jr.), investigates nineteenth century Sunday school libraries. It traces their development to an English layman's idea about religious instruction for deprived young people in 1625 through its American transmutation in 1791 and then to the societies that grew to serve the needs of Sunday school teachers and students in succeeding decades. The second paper, "The Library Is a Valuable Hygienic Appliance" (David M. Hovde), documents the parade of portable libraries that made their way to the Civil War battlefronts and recounts the array of organizations that supplied soldiers with religious, literary, historical, scientific, and educational books and pamphlets. The third paper, "Wide Awakening: Political and Theological Impulses for Reading and Libraries at Oberlin College, 1883-1908" (John Mark Tucker), chronicles in detail the scope of donations to and acquisitions by Oberlin College for 25 years at the turn of the 19th century; it sketches the intentions of the donors and librarians and how the books were used. (Author/AEF)

ED 405 006 IR 056 328

Hurley, Marlene M.
The Library Research Attitudes of Undergraduates: Development of a Foundation for Future Studies.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Age; Case Studies; Higher Education; *Information Seeking; Library Skills; *Majors (Students); *Student Attitudes; Student Interests; *Student Research; *Undergraduate Students
IDENTIFIERS- State University of New York Coll at Plattsburgh

The purpose of this study was to investigate the relationships between age, college major, and the perceived library research attitudes of undergraduates. Subjects were students enrolled in a freshman level library research course at the State University of New York (SUNY) at Plattsburgh. Surveys were administered to 703 students in the fall and spring of 1994-95.

Question, or What's in a Name?" (Julie Guay-McIntyre, Leslie A. Grout, Sybillyn H. Jennings, and Jean E. Poppei); "The Road to Understanding the Self is Paved with Yellow Bricks," (Jeffrey B. Adams and Caterina Eppolito); "Depth by Doing: Cooperative Research Projects in Social Psychology," (Karen O'Quin); "Teaching the History of Psychology in Context, or Depth Without Breadth Leads to 'Shallow' Learning," (Howard M. Reid and John B. Morganti); "Engaging Students in Large Lecture Classes," (Gail Martino and Fabio Sala); "TQM in Class: From Disaster to Success in Essay Exams in Introductory Psychology," (Choichiro Yatani); "Psychodrama: Virtual Reality Simulation," (Gordon Whitman); and "A Writing Workshop for Sophomores," (Suzanne M. Phillips). The conference program is included. (TGI)

ED 405 023 JC 970 129

Osborne, Randall E.; And Others
The Costs and Benefits of Critical Thinking.
PUB DATE- Mar 96
NOTE- 11p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Techniques; Cooperative Learning; *Critical Thinking; *Group Discussion; Higher Education; Instructional Innovation; Learning Activities; *Psychology; Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

In an effort to foster group work, encourage critical thinking, and assist students in understanding the costs and benefits of being a critical thinker, a classroom activity was developed for use in an introductory psychology course. In the activity, students are divided into groups and presented with a taxonomy of cognitive objectives, emphasizing the importance of such concepts as knowledge, comprehension, application, analysis, synthesis, and evaluation. Next, a fictitious case history of criminal behavior and related explanatory information is introduced to the groups. Using play money, groups purchase additional information to explain the behavior. At the end of the allotted time, groups make brief presentations to the class on their conclusions. A panel of judges consisting of volunteer students from other classes rates the groups' analyses based on the cognitive objectives. Students earn assignment points based on money left over and the judges' ratings. Since students are earning assignment points just for trying, the activity is a non-threatening way to encourage them to use their critical thinking skills, to draw connections between pieces of information, and to use their lecture notes and textbooks as supplemental resources. The educational objectives and sample information for purchase are appended. (TGI)

ED 405 024 JC 970 130

Oswald, Patricia A.
Distance Learning in Psychology: Organizing, Managing, and Mentoring.
PUB DATE- Mar 96
NOTE- 9p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.

ED 405 041 JC 970 160

Nunes, Mark
Humanities On (the) line: Classrooms, Space, and the Supplement.
PUB DATE- Nov 96
NOTE- 17p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (Phoenix, AZ, November 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; Community Colleges; Electronic Mail; Experimental Teaching; Instructional Effectiveness; *Instructional Innovation; *Internet; *Teacher Student Relationship; *Teaching Methods; *Technological Advancement; Technological Literacy; Two Year Colleges
IDENTIFIERS- *MOOs

New technological advances, in particular the Internet, can alter the architectural limits that restrict education by providing "lines of flight" outside of traditional structures. For example, students can access a library catalogue using computers in class, rather than actually having to go as a class to the library. In a computer-assisted instruction literature class at Georgia's Dekalb College, spatial limitations were overcome by placing the course syllabus on the World Wide Web, allowing students to work on assignments without the instructor and allowing for the use of numerous on-line supplements. This kind of innovation changes teacher-student relations, fostering a networked learning community that can take place in and out of the classroom. Simple tools like newsgroups and electronic mail can serve as a supplement to the classroom discussion, while more extreme examples of supplemental space are provided by Multi-User Dimensions (MUDs) and Multi-User Dimensions, Object Oriented (MOOs), which allow users to create text-based "spatial" environments that encourage playfulness and a freer exchange of ideas than the traditional classroom. Problems can arise, however, with the time needed to keep students up to speed with the technology and to teach them to sort through enormous amounts of information on the Web. It is also important to realize that while technology may break down some barriers between teachers and students, learning may become nothing more than play and some students may try to take too much control. (HAA)

ED 405 042 JC 970 161

Harris, Zelema M.
Institutional Transformation.
PUB DATE- 26 Mar 96
NOTE- 22p.; Paper presented at the Annual Meeting of the North Central Association (101st, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Attitude Change; *Change Strategies; Community Colleges; *Humanization; *Leadership Styles; *Organizational Change; *Organizational Climate; Participative Decision Making; Postsecondary Education; Power Structure

Although incivility and conflict have long plagued community

Assessment; *Participant Satisfaction; School Effectiveness; *Student Attitudes; *Student Needs; *Student Personnel Services; Student Surveys; Two Year Colleges; Two Year College Students
IDENTIFIERS- Johnson County Community College KS

In April 1996, a study was undertaken at Johnson County Community College, in Kansas, to determine students' use of and satisfaction with college services. Questionnaires were distributed to students in 50 classes, selected to approximate the overall demographics of the student body. Study findings, based on responses from 689 students, included the following: (1) 55% of respondents were female and the mean age was 25; (2) two-thirds or more of the respondents indicated that 16 of 17 student services listed in the survey met their needs, while only 53% indicated that financial aid services met their needs; (3) of 23 potential campus services listed. The 5 rated most important by respondents were a scholarship finding service, touchtone registration, need-based loans, more places to study, and financial counseling; (4) with respect to the importance of student activities, the most important activities were service learning and voter registration; (5) 99% agreed that campus buildings were in good repair, while 97% said that they felt safe on campus; (6) 17% said that they knew where to go to register complaints; and (7) respondents also indicated a need for fax and postal services on campus. Data tables and the survey instrument are appended. (HAA)

ED 405 060 JC 970 219

Conklin, Karen A.
Career Program Completers, 1991-92: A Long-Term Follow-Up Study.
PUB DATE- Nov 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Educational Quality; *Education Work Relationship; Followup Studies; Graduate Surveys; *Job Satisfaction; *Participant Satisfaction; *School Effectiveness; Two Year Colleges; *Vocational Education; Wages
IDENTIFIERS- *Graduate Attitudes; Johnson County Community College KS

In summer 1996, a long-term follow-up study was conducted of 1991-92 graduates of career programs at Johnson County Community College (JCCC), in Kansas. Questionnaires were mailed to 646 graduates, certificate holders, and students who left JCCC with marketable skills to assess their satisfaction with their educational experiences and their current employment status. Major findings, based on responses from 326 former students and including comparisons with findings from previous long-term follow-up studies, include the following: (1) 82.8% were employed in a job related to their community college career program, up from 79% in 1992, and 93% of these were working full-time; (2) only 1.3% of the respondents were unemployed and looking for work; (3) 9.4% were employed in unrelated jobs, down from 15% in 1992; (4) an average hourly wage of $14.84 was reported by respondents employed full-time in a job related to their education; (5) the difference in average hourly wage earned by males and females increased significantly from $.36 in 1992 to $1 in 1996; (6) for those in full-time jobs related to their field of study, 86.5% expressed satisfaction, up from 81% in 1992; and (7) 92% indicated that their experiences at

Sandercock, Liz
Supporting the Increased Effectiveness of Teachers in a Professional Development Program.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; Curriculum Research; *Early Childhood Education; Foreign Countries; *Instructional Improvement; Teacher Education; Teacher Student Relationship
IDENTIFIERS- Australia (South Australia); Program Characteristics

ECHO (Early Childhood Organisation Inc.) is a group of Australian professional educators whose focus is the education and care of children ages 3 to 8 years. This paper outlines a project effort made by EChO entitled "Enhancing Professionalism for Early Childhood Educators in South Australia by Improving Classroom Practice and Researching Appropriate Practice for the 21st Century." The description first contains a grant proposal including expected outcomes, a commitment to meeting professional objectives, and the role of partners--promoting partnership between educator authorities, teacher organizations and universities. The proposal also includes: (1) rationale and objectives of EChO; (2) methodology of EChO's professional development program;(3) target audience of the conference--early childhood educators from government and non government schools; and (4) professional development program. All seminars, clusters and conferences are designed to incorporate the principles of adult learning. Following this section is a study of EChO's involvement in the National Professional Development Project, including a history of former research methods, and following with current research, evaluation surveys, and outcomes, which focus on the long-term implications for improved student learning outcomes, as well as characteristics of the teaching workforce. The research and evaluation has shown several key indicators that can be named as "value added" components to teacher effectiveness, and therefore also may be named long-term implications for improved student learning outcomes. These are increased motivation, increased commitment, increased opportunity, valuing current practice, and increased Autonomy. A participant survey is included. (WJC)

ED 405 079 PS 024 787

Dwyer, M. Christine; Lash-Freeman, Bonnie
Integration: Making the Pieces Fit.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 13p.; For related documents, see PS 023 877-878 and PS 024 789-790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Cooperation; Educational Principles; Family Attitudes; Family Needs; Family Programs; Literacy Education; Parent Child Relationship; Preschool Education; Program Administration; *Program Design; Program Development; *Program Improvement; Staff Development; Supervision; Teamwork; Theory

McCadden, Brian M.
Let's Get Our Houses in Order: The Role of Transitional Rituals in Constructing Moral Kindergartners.
PUB DATE- 7 Nov 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Ethics; *Kindergarten; *Moral Development; Participant Observation; Primary Education; Qualitative Research; *Student Behavior; *Student Role; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Identity (Psychological); Identity Formation; Rites of Passage; Rituals; *Transitional Activities

Based on a participant observation study of a full-day kindergarten in a North Carolina public school in 1994, this report argues that instructional transitions or classroom rituals act as rites of passage enabling children to disengage from their home roles, transition to school roles, and assume the moral identity of the student role. Portal rites of passage are comprised of three stages: (1) separation from the previous world (preliminal); (2) transitioning to the new world (liminal); and (3) reaggregation into the new world (post-liminal). Each day, kindergarten children pass through the separation ritual, experience liminal space, and have a reaggregation ritual. Liminal spaces are used to construct an organizational morality in which children apply the identity of "student." This construction takes form in: (1) learning what school is; (2) learning to transition between activities; and (3) learning to internalize the rules. Vignettes illustrate the construction of the identity of "student." The use of rituals such as naming tools used in the classroom (books, crayons, etc.) presents the metaphor of school as work and the transition to an external authority governing child behavior. Through the use of a special language and special symbols, the teacher transmits the classroom culture and morality and the social reality of schooling. The transitional rituals represent rule reinforcement, language internalization, and authority internalization. Children participate in the construction by resisting and modifying the objects of construction. (Contains 18 references.) (KDFB)

ED 405 097 PS 025 047

Sconyers, Nancy; And Others
Ready, Willing, and Able? What the Record Shows about State Investments in Children 1990-1995.
SPONS. AGENCY- Ewing Marion Kaufmann Foundation, Kansas City, MO. Center for Entrepreneurial Leadership.; Foundation for Child Development, New York, N.Y.; Prudential Foundation, Newark, N.J.
PUB DATE- 96
NOTE- 120p.; Also funded by the James C. Penney Foundation, the Butler Family Fund, and the Travelers Foundation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Child Health; Child Neglect; Child Welfare; *Expenditures; *Federal Aid; Financial Policy; Juvenile Justice; Nutrition; *State Aid; State Federal Aid; *Well Being
IDENTIFIERS- Child Protection; *Childrens Budget Watch Project;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- At Risk Persons; Child Health; *Children; *Counties; Demography; *Economically Disadvantaged; Elementary Secondary Education; Infant Mortality; One Parent Family; Outcomes of Education; Population Trends; Poverty; *Social Indicators; State Norms; State Surveys; Statistical Data; *Well Being
IDENTIFIERS- Family Support; *Indicators; *Michigan

This Michigan Kids Count data book for 1994 describes the condition of children in each of Michigan's 83 counties. The first part of the report presents discussions of economic security, housing, child care, education, and health care, addressing the state and national experience for families and children, critical issues, and policies and programs with the potential to affect outcomes for children. The second part of the report presents a more detailed picture for each county in five (1) economic security (the geographic distribution of poverty within counties); (2) 10-year trends in risky births using three health indicators: teenage mothers with inadequate prenatal care; low birthweight babies; births to teens without a high school diploma; (3) education outcomes as reflected in the basic skills test results (Michigan Education Assessment Program scores) for 4th, 5th, 7th, 8th, 10th and 11th grades; (4) trends in rate changes over time for each county on eight key indicators of child well-being (inadequate prenatal care, low birth-weight babies, births to teens with no diplomas, infant mortality, child deaths, teen violent deaths, serious (index) crime arrests, and high school dropouts (1993); and (5) county trends compared to statewide trends. The report notes that, overall, the majority of Michigan's children are adequately housed and nurtured. However, there is a growing share of the state's children who are not being reared with these supports. These children can be found in urban, suburban, and rural communities. The report's appendix presents annual data for ten indicators for the state and counties. (AA)

ED 405 115   PS 025 095

KIDS COUNT in Michigan 1995 Data Book: County Profiles of Child & Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 217p.; For 1994 Data Book, see PS 025 094; for 1996 Data Book, see PS 025 096. Funding also provided by the Skillman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; At Risk Persons; Child Health; *Children; *Counties; Data Interpretation; Demography; *Economically Disadvantaged; Elementary Secondary Education; Infant Mortality; One Parent Family; Outcomes of Education; Population Trends; Poverty; *Social Indicators; State Norms; State Surveys; Statistical Data; Tables (Data); *Well Being
IDENTIFIERS- Family Support; *Indicators; *Michigan

This Michigan Kids Count data book for 1995 describes the condition of children in each of Michigan's 83 counties. The first part of the report explores the status of the children in five areas of child well-being: (1) Economic Security; (2) Child Health; (3) Child Safety; (4) Teens at Risk; and (5) Education. The discussion presents an overview of the findings for the state; how the state rates compare to those of the nation; implications of the findings; recent developments for approach to risk-taking is to differentiate between developmental challenge and unnecessary risk or hazard. Most playground injuries are caused by hazards rather than poor judgment in risk-taking. The initial step in playground design or maintenance is to identify potential hazards. Completely safe playgrounds may be acceptable to adults but children are likely to reject them and seek challenge and risk in potentially dangerous environments. The quality of children's play within adult contrived play spaces is questionable. We must balance safety regulations and the challenge and risk-taking needs of children. (KDFB)

ED 405 133   PS 025 145

Worden, J. William
Children and Grief: When a Parent Dies.
PUB DATE- 96
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Bereavement; Childhood Attitudes; Childhood Needs; *Children; Death; Emotional Adjustment; Emotional Experience; *Emotional Response; *Grief; Parent Child Relationship
IDENTIFIERS- Loss

The research findings on childhood grief are often inconsistent and differ among studies. This book presents major findings from the Child Bereavement Study and looks at the implications of these of these findings for intervention with bereaved children and their families. Following an introduction describing the methodology of the Child Bereavement Study--which involved extensive interviews and assessments--part 1 of the book describes in detail what happens to children and their families when a parent dies, and follows the mourning process in 125 children over a 2-year period. Chapters comparing these children to a control group of non-bereaved children identify major factors that influence the course and outcome of a child's adjustment to loss. Part 2 of the book explores different experiences of loss, comparing children who have suffered the death of a parent to those faced with other types of loss: death of a sibling and the loss of a parent to divorce. Part 3 of the book discusses implications of the research findings and ways to help bereaved children. This section outlines the needs of bereaved children, reviews various intervention models, and suggests activities that can be used to facilitate the various tasks of mourning. An epilogue presents counsel from children drawing on their own experiences for children who may face the death of a parent. A screening instrument for early identification of children at risk is appended. Contains references, an author index, and a subject index. (HTH)

ED 405 134   PS 025 146

Mishne, Judith Marks
The Learning Curve: Elevating Children's Academic and Social Competence.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

standardized tests used to evaluate the program. Local staff development meetings (four to seven per year) focused on practices that are child-centered, developmentally oriented, and based on constructivist principles and teacher reflection. Although teachers were given few concrete recommendations about how to implement such practices, some shifted away from their former practice of "drilling skills" and teaching to standardized tests and became more passive in guiding children toward specific learning goals. The results suggest that it may be harmful to recommend developmental, constructivist education for low-income children with limited means of acquiring the dominant cultural knowledge that comprises standardized tests. (SV)

ED 405 150 RC 020 865

Books, Sue
Rural Poverty & Education: A Foundational Perspective.
PUB DATE- Nov 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Disadvantaged; Education Work Relationship; Elementary Secondary Education; *Misconceptions; *Poverty; *Rural Areas; Rural Education; Stereotypes; Work Environment
IDENTIFIERS- *Education Economy Relationship; *Exploitation; Working Poor

In 1991, after 25 workers died in a fire in a rural North Carolina poultry-processing plant, reporters exposed the exploitation that workers had endured and the company's callous disregard for workers' safety. This paper draws on the story of the fire and its victims to challenge some popular assumptions about poverty in general; rural poverty in particular; and the interrelationships between poverty, employment, and education. Rural poverty usually is invisible, hidden from those who do not wish to see by the mass media's sensationalized focus on urban minority poverty. Attention to rural poverty would challenge the blaming and scapegoating in political discourse on poverty by revealing the scope of poverty (prevalent across the nation); the extent to which White people are poor; the worker exploitation that thrives, often profitably, in rural places; the dynamics of rural-urban-suburban relations; and the significance of geographic privilege. In the poultry plant, working conditions were akin to slavery or prison, and workers either did not know about safety regulations and worker rights or were afraid to speak out. In addition to nonchalance about working conditions, many rural states favor industry by keeping property taxes low, which in turn means that public schools are underfunded and provide a low-quality education to those who end up as cheap labor for industry. Meanwhile, the business elite send their own children to private schools. But, although rural students deserve equal educational opportunities, more or better schooling may not ameliorate rural poverty and economic inequality. In fact, a narrow focus on education as the solution deflects attention from poverty's structural origins. Scholars and researchers in educational foundations can play an important role in public discourse over these matters. Contains 31 references. (SV)

Secondary Education; *Institutional Survival; *Rural Education; Rural Schools; *School Community Relationship; School Surveys; *Small Schools
IDENTIFIERS- Sense of Place; Stewardship; *Sustainability; *Unit Schools

This paper uses data from a survey of K-12 unit schools to fashion a measure of small school sustainability and relate it to variables pertinent to the rural context. Drawing on definitions of sustainable development and sustainable agriculture, this study proposes sustainability as a concept appropriate to schooling in general, and to small rural schools in specific. Data analysis is illustrative and exploratory. Superintendents of 159 school districts containing 205 K-12 schools completed an extensive survey covering demography, educational opportunities, special education, extracurricular activities, staffing, distance learning technology, fiscal practices, community attitudes, and political dilemmas. The first task of exploratory analysis was the classification of 27 variables in the data set as reflecting practices plausibly related to 3 commitments of a centrist definition of sustainability (conservation, stewardship, long-term vitality). Descriptive statistics and a factor analysis describe the dependent variable (sustainability). From the contextual data provided by superintendents, 13 possible independent variables were selected and then narrowed to 8. These predictor variables explained 40 percent and 15 percent of the variance in sustainability in K-12 schools in multi-school districts and single-school districts, respectively. The differences between these two groups related principally to "economy of place," a composite variable of geographic location, economic base, local control, and local fiscal contribution. Analyses suggest sustainability can be related to features of the rural circumstance. Recommendations for further work are included. Contains 29 references. (SV)

ED 405 166 RC 020 956

The Class "C" Survey 1996-97. Comparisons of Budgets, Levies, and Enrollments of Class "C" Montana School Districts.
PUB DATE- 97
NOTE- 130p.; For 1995-96 survey, see ED 395 723. Appendix contains handwritten data.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assessed Valuation; Budgets; Elementary Secondary Education; *Enrollment; *Expenditure per Student; Rural Schools; School Districts; *School District Spending; School Personnel; School Surveys; *School Taxes; *Small Schools; Teacher Salaries; Teacher Student Ratio; Wages
IDENTIFIERS- *Montana; *Small School Districts

This report presents data on budgets, levies, enrollments, costs per pupil, and teacher salaries in Montana's small rural (Class "C") school districts for fiscal year 1996-97. Data are based on survey responses from 86 of the 98 public schools and 3 of the 5 private schools in the Class "C" category. The range of Class "C" enrollments was 66-487 in K-12 and 17-163 in the high school. The average enrollment was 135 students in elementary schools, and 72 students in high schools. Costs per pupil to the general fund budget without special education averaged $4,199 in elementary schools, $7,349 in high schools, and $6,041 in K-12 districts. The pupil/teacher ratio averaged 13.4 in elementary schools, 9.0 in high schools, and 10.1 in K-12

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aquariums; Cultural Centers; Curriculum Enrichment; Educational Facilities; Elementary Secondary Education; Experiential Learning; Field Instruction; History; *Museums; *Partnerships in Education; Program Development; Science Education; Teaching Methods
IDENTIFIERS- Historical Preservation; Natural History

Aimed primarily at a museum audience, this book is also a guide for school educators who want to work in partnerships with museums. Fifteen museum school projects are described, all of which received Museum Leadership Initiatives grants in 1994. Projects involve museums focusing on heritage, arts, natural history, sciences, and industry as well as a children's museum, a society for historic preservation, and an aquarium. Project subjects include Science by Satellite, Digging into Art and History, Nurturing Eco-Citizens, and Melding Museums and Curriculum. The chapter "Conditions for Partnerships" describes factors that should form the foundation for partnerships between museum educators and school educators. These factors include commitment from administrators, teacher involvement, understanding of schools' needs, shared vision, planning and evaluation, tangible benefits for teachers, and parent and community involvement. Two essays at the conclusion of this guide entitled "Transforming Museums" by Robert Sullivan and "Transforming Schools" by Paula Evans are based on presentations at the Institute of Museum Services conference "Museums and Schools: Partners for Education" Held in November 1995. The reading list contains 26 books, 13 articles, and 1 video. (PVD)

ED 405 186 SE 059 597

Veal, William R.; Elliott, Thomas D.
Science Education Reform in a Rural County.
PUB DATE- Jan 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Learning; Educational Change; Educational Resources; Educational Strategies; Elementary Secondary Education; Evaluation; Inquiry; *Rural Schools; *Science Curriculum; *Science Education; *Standards; Teaching Methods
IDENTIFIERS- National Science Education Standards; *Reform Efforts

The recent release of the National Science Education Standards and the previous release of Benchmarks for Scientific Literacy have initiated science education reform at the state, district, and local school levels. The purpose of this study was to investigate the extent to which a group of science teachers, administrators, and a curriculum supervisor in a small rural school district would incorporate national and state science education standards into their science curriculum adoption criteria. The 14 participants were involved in 2 one-day inservice workshops which brought together science representatives from the different school levels in the county. Data sources included a survey, personal interviews, field notes from the workshops and meetings with the curriculum supervisor, and documents. Findings indicate that the teachers were isolated and had not heard of the new national and state standards which were considered up-to-date. The teachers also complained about the lack of materials and funding to obtain

national surveys while Chapter 3 presents a critical evaluation and review of the international assessments of the science capabilities of elementary and high school students. Chapter 4 focuses on the college student and students choosing or defecting from choices of majors and careers in science. Chapters 5 through 7 present solutions to the problems presented in chapters 1 through 4. Chapter 5 focuses on the extraordinary hidden talent in groups that are underrepresented in the study of mathematics and science. Uri Treisman's groundbreaking research at the University of California at Berkeley is discussed further in Chapter 6. A new approach to teaching mathematics and statistics that builds upon the frame of reference the students bring with them into the classroom is presented in chapter 7. National curriculum reform efforts in mathematics and science education are reviewed, as are the human resources development programs at the National Science Foundation. The Conclusion reprises the findings and recommendations that emerged from this investigation and includes several success stories. (JRH)

ED 405 208 SE 059 794

Zeidler, Dana L.; And Others
Assessing Views on the Nature of Science: Reflections from Oz.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); Discourse Analysis; *Educational Philosophy; Educational Research; *Epistemology; *Group Discussion; Higher Education; *Science Education
IDENTIFIERS- *Consensus; *Nature of Science; Philosophy of Science

Reaching a consensus with regard to fundamental issues involving pluralistic epistemological ideologies entails discourse and argumentation as one attempts to find a fit among his or her beliefs, other individuals' beliefs, and the particular points under consideration. Thus it may be easy to accept the notion of not reaching consensus about anything, including the nature of science (NOS). This paper discusses an examination of the process by which views and related concerns about NOS were addressed at the 1996 Annual Meeting of the National Association for Research in Science Teaching (NARST). The premise was that an examination of the process by which experts exchange ideas with each other and the greater science education community would provide indicators of how the same issues might be addressed in science education courses. Some questions considered were: 1) What is the context of the NOS forum, and how does this setting interact with the focus group discussions? 2) Are there salient issues brought out during the focus group discussions which may contribute to science education course design? And 3) What is the status of "consensus" with regard to the feasibility/necessity for consensus of an agreed-upon conception of NOS for science education? The data sources for this inquiry were: (1) tape recordings of general and small group discussions; (2) field notes from sessions; (3) abstracts and full length papers presented; (4) summary overhead transparencies from the "wrap up" of the session; and (5) follow-up open-ended questions sent to presenters. (PVD)

EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Concept Formation; Curriculum Development; *Family (Sociological Unit); Filipino Americans; Grade 1; Grade 2; *Group Dynamics; *Individual Development; *Interdisciplinary Approach; Primary Education; Self Concept; Self Esteem; Tagalog; Teaching Guides; *Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correlate to the concepts of identity, needs, and interaction. Level One is designed for children in grades one and two. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Self-Worth," develops concepts concerning how people identify themselves with different kinds of information, how people are similar or different, how people change and grow, and the fact that people have a history. Unit 2, "Groups," develops the idea that while most people are members of families and family members share characteristics, different families have different lifestyles. The unit also explores how people can be members of different groups within a community. The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 228 SO 022 132

Social Studies: Level Two--Identity. Teacher's Guide=Araling Panlipunan: Ikalawang Antas--Pagkakakilanlan. Patnubay Ng Guro. Chinese/English Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 445p.; For related documents in the series, see SO 022 126-135; for the corresponding resource book, see SO 022 133.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Concept Formation; *Cultural Interrelationships; *Curriculum Development; Elementary Education; *Ethnic Groups; Family (Sociological Unit); Filipino Americans; Grade 3; Grade 4; Individual Development; Instructional Materials; Learning Activities; Self Concept; *Self Esteem; Tagalog; Teaching Guides; Thematic Approach

This Pilipino teacher's guide written in Chinese and English is part of Berkeley, California Unified School District Asian American Bilingual Center's interest in fostering the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including guides for developing interviewing skills, storytelling, ethical and legal issues, and an extensive list of resources and organizations. (DQE)

ED 405 246 SO 026 262

Moody, William J., Ed.
Artistic Intelligences: Implications for Education.
PUB DATE- 90
NOTE- 195p.; Papers presented at the Artistic Intelligences Conference (Columbia, SC, April 20-22, 1989).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Art Education; Cognitive Processes; Creative Writing; Dance; Drama; Elementary Secondary Education; Higher Education; *Intelligence; Music; *Teacher Education; *Thinking Skills; Visual Arts
IDENTIFIERS- *Gardner (Howard); South Carolina

This collection of papers attempted to explicate Howard Gardner's theory of artistic intelligences; argue implications of the theory for arts education; offer methods of implementation; and discuss implications for general education. The topics covered political challenges to implementation; standardized testing in the arts; blueprint models of implementation; and the impact on visual arts, creative writing, dance, acting, and music. The 14 chapters are: "The Arts in Democracy" (Harold Taylor); (2) "Multiple Intelligences: Implications for Art and Creativity" (Howard Gardner); (3) "Implications of Artistic Intelligences for Education" (Elliot Eisner); (4) "The Challenge of Implementation" (Mary Hatwood Futrell); (5) "The Effect of Standardized Testing on Education in the Arts" (Warren Bennett Newman), with two responses to Newman's presentation by Gardner and Eisner; (6) "Implementation: South Carolina Models," comprised of articles by Harriet Keyserling ("The Politics of Mainstreaming Arts in Education"), Charlie G. Williams ("It's Time for the Grandchildren to Study the Arts"), and Rose Maree Myers ("The Theory Is Realized: A Creative Arts Elementary School"); (7) "Education" contains articles by Elizabeth Vallance ("Artistic Intelligences and General Education") and Craig Kridel ("Implications for General Education"); (8) "Visual Arts" includes essays by Larry Kantner ("Visual Arts Education and Multiple Intelligences: Before Implementation") and Cynthia Colbert ("Visual Arts: Multiple Ways of Knowing"); (9) "Creative Writing" features articles by Carol Collins ("Confronting the Future: Creativity and the Human Spirit") and Lyn Zalusky Mueller ("Implications for Creative Writing"); (10) "Dance, Movement, Acting" includes essays by Seymour Kleinman ("Intelligent Kinesthetic Expression") and Peter Werner ("Implications for Movement"); (11) "Music" presents writings by Charles R. Hoffer ("Artistic Intelligences and Music Education") and Charles Elliott ("Comments on Music Education"); (12) "Arts Education in the Humanities: Toward a Breaking of the Boundaries" (Maxine Greene); (13) "One Nation, Undercultured and Underqualified" (Charles Fowler); and (14) "Summary and Coda" (William J. Moody). The volume concludes with a section on the backgrounds of the contributing authors. (DQE)

ED 405 247 SO 026 298

Fuerst, Ann H.

achievements of Tibetans in education differ in three contexts. In Tibet the rate of school enrollment is very low compared both to the rest of present China and to Tibetan exile communities. The rate of Tibetans with secondary and higher education in Tibet is extremely low while it is relatively low also in Switzerland compared to the Tibetan exile society in India. These differences can neither be explained by the cultural and social origins of the Tibetans nor the general condition of education in these countries. It could be concluded that there is a link between ethnicity and education; i.e., the ethnic context in which Tibetans are living. The outcome of education for an ethnic group largely depends on the degree of its control over the institutions of education and political power. Chapters include: (1) "Introduction"; (2) "Tibet Prior to Occupation--Education for Enlightenment"; (3) "Tibetan Refugees in India--School for Survival"; (4) "Occupied Tibet--Education for Submission"; (5) "Tibetans in Switzerland--Education for Competition"; and (6) "Conclusions--The Power over Institutions of Education." (EH)

ED 405 267 SO 027 031

Commins, Elaine
Folder Game Festival for Preschool and Kindergarten.
PUB DATE- 88
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Childrens Games; Early Childhood Education; Educational Games; *Games; Kindergarten; Kindergarten Children; Mathematics; *Prereading Experience; *Preschool Children; Recreational Activities; Sciences; Social Studies

This book provides scores of activities using inexpensive manila file folders. Designed for children from preschool through kindergarten, each chapter proceeds from simple material to more advanced work. Selected subjects are intended to enhance the following curriculum studies and promote development in: (1) eye-hand coordination (e.g., fit the shoe, fit the glove, trace the trees, trace the stars); (2) pre-reading and reading (e.g., match the faces, alphabet match, word match, rhyming pictures); (3) mathematics (e.g., match the circles, fill in the calendar, count the triangles); (4) science (e.g., watch fish and colors, animals where they live, label the flower); and (5) social studies (e.g., my name, dress the dolls, people are interesting. All activities are geared for a minimum of teacher involvement and students are encouraged to work independently once they become familiar with game rules. (EH)

ED 405 268 SO 027 038

Romero, Julie
Integrating Visual Art into Social Studies.
PUB DATE- 6 May 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Active Learning; *Art Activities; *Art Appreciation; Cultural Activities; Discipline Based Art Education; Grade 5;

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; *Learning Strategies; *Research Reports; *Teaching Methods
IDENTIFIERS- *Australia; *New Zealand

This document consists of the two issues of "SET" published during 1989. Each SET issue consists of a packet of brief reports, leaflets, pamphlets, etc., all reporting on educational research and designed for private study, staff-meetings, in-service courses, or small group discussions. (LL/ND)

ED 405 291 SP 036 763

Richards, Llyn, Ed.; Wright, Judith, Ed.
SET: Research Information for Teachers, 1992-1996.
PUB DATE- 97
NOTE- 753p.; Published twice yearly by the Australian and New Zealand Councils for Educational Research, respectively. For prior issues see ED 334 190 (1990, #2); ED 334 171 (1991, #1); ED 340 685 (1991, #2). The contents of SET (1990, #1) were entered into ERIC as individual accessions.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; *Learning Strategies; *Research Reports; *Teaching Methods
IDENTIFIERS- *Australia; *New Zealand

This document consists of a complete run of "SET" from 1992 through 1996 inclusive (10 issues). Each SET issue consists of a packet of brief reports, leaflets, pamphlets, etc., all reporting on educational research and designed for private study, staff-meetings, in-service courses, or small group discussions. (LL/ND)

ED 405 292 SP 037 139

Schaerer, John W.; And Others
Perceived Supply and Demand of Minority Teachers and Administrators in the Southeast United States.
SPONS. AGENCY- Arkansas State Univ., State University.; Eastern Kentucky Univ., Lexington.; Georgia Univ., Athens.
PUB DATE- 96
NOTE- 17p.; Research also received support from Dalton Public Schools, GA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Career Choice; Educational Administration; Elementary Secondary Education; Labor Market; Minority Groups; *Minority Group Teachers; Public Schools; School Districts; School Surveys; Teacher Employment; Teacher

(150)
DESCRIPTORS- Developing Nations; Distance Education; Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Open Universities; Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs; *Teacher Improvement
IDENTIFIERS- *Sri Lanka

Sri Lanka has a literacy rate of 90 percent despite a gross national product per capita of only $584. It has nearly 190,000 teachers of whom 50,000 were recruited between 1985 and 1995, working in 10,000 public schools (primary through college). Following the Hindu and Buddhist traditions of Sri Lanka, teachers are greatly respected and seen as important bearers of culture and values. The last four decades have seen great emphasis on reform of teacher development with nearly 71 percent of Sri Lankan teachers having received or completed professional training by 1989. All teacher recruitment and placement are done by the State Ministry of Education. Full-time teacher education is offered in four types of institutions: teachers' colleges offering three years of inservice training; colleges of education offering three years of preservice training; the National Institute of Education providing non-graduate and graduate training including distance education; and university and open university training for post-graduate diploma courses. Inservice teacher education courses are conducted through the National Institute of Education in coordination with regional departments of education. Master teachers are selected and trained to provide local inservice training. The most critical issues facing Sri Lankan teacher education are the quality of education provided to teachers and efforts to increase preservice education, and the need to allocate more financial resources, expand curricula, and adopt new teaching strategies. (Contains 27 references.) (JLS)

ED 405 311   SP 037 189

Oliver, Brad E.
Community Relationships: The Key to School Success. (An Interview with Elaine Griffin, National Teacher of the Year.)
PUB DATE- 4 Oct 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-West Educational Research Association (Chicago, IL, October 4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alaska Natives; *Awards; Beginning Teachers; Elementary Education; Elementary School Teachers; *Family School Relationship; Interviews; *Parent School Relationship; Rural Areas; *School Community Relationship; Teacher Attitudes
IDENTIFIERS- *Alaska (Kodiak Island); Kodiak Island Borough School District AK; *Teacher of the Year

The 1995 National Teacher of the Year, Elaine Griffin, teaches on Kodiak Island, Alaska. Her experiences reinforce her belief in the importance of strong school-community ties and close relationships between teachers and families. Shared staffing in this remote rural environment has allowed the teachers time away for travel and other experiences. Griffin stresses the need for beginning teachers to understand the importance of the family and to show empathy for the family, thus strengthening the family unit at a time when its stability is threatened. This empathy also allows beginning teachers to understand what is meaningful in the life of their students and to show

Savitz, Fred
Gender Equity and the Inclusive Classroom: Working Together.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; Elementary Secondary Education; Females; Higher Education; *Inclusive Schools; Mainstreaming; *Methods Courses; Preservice Teacher Education; *Sex Bias; Sex Discrimination; *Sex Fairness; Student Teachers; *Teacher Education Curriculum; Teacher Educators; Teacher Responsibility; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Gender Issues

This paper is composed of three sections: "A Brief History"; "A Litany of Transgressions"; and "A Quest for Egalitarianism: Strategies and Techniques for Fairness in Inclusive Classrooms." In the first section, projects and resources are mentioned as data that chronicle the legacy of gender inequity. The second section provides a list of documented inequities in basic education and in careers. The third section presents strategies invoked by teacher educators in methods courses at Neumann College (Pennsylvania). The objectives of these courses are to introduce issues in gender equity to preservice education majors and to enable student teachers to develop and introduce strategies to achieve gender equity in inclusive basic education classrooms. Some examples of such strategies are: using four approaches (the contributions approach, the additive approach, the transformation approach, and the social action approach); a class project in reconciling gender equity with the Pennsylvania State Board of Education instructional mandates; preparation of mini-lessons using the National Council for the Social Studies Standards of Excellence; the Four-Stage Rocket activity, so called because it is designed to propel its participants toward effective communication. Student teacher guidelines for fairness in classroom management are included. (Contains 14 references.) (JLS)

ED 405 331 SP 037 214

Tatel, Edith S.
Teach for America: An Effective Emergency Teaching Corps.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; College Graduates; Elementary Secondary Education; Rural Schools; *Teacher Effectiveness; *Teacher Persistence; *Teacher Recruitment; Teacher Supply and Demand; Urban Schools
IDENTIFIERS- *Teach for America

Teach for America (TFA) is a national teacher corps of outstanding individuals who commit themselves to teach for 2 consecutive semesters in 3 teacher education classes in 1994 and 1995 for a total of 66 students. Results support the reliability of the checklist with preservice teachers, and they support its construct validity in broad terms. Recommendations are made for additional checks of the instrument's validity against some other existing measures of teachers' stages of development and for use of larger sample sizes to enhance the instrument's potential for external validity. Appendixes contain the Stages of Concerns Checklist and frequencies for task-self-impact aspects with histograms for normality. (Contains 6 figures, 7 tables, and 31 references.) (SLD)

ED 405 349 TM 026 128

Parker, D. Randall
Emerging Uses of Computer Technology in Qualitative Research.
PUB DATE- Sep 96
NOTF- 10p.; Paper presented at the Annual Conference of the Association of Louisiana Evaluators (7th, New Orleans, LA, September 26-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Oriented Programs; Computer Software; Computer Software Evaluation; *Data Analysis; Educational Technology; *Evaluation Methods; *Qualitative Research; Researchers; *Research Methodology; Technological Advancement; Word Processing

The application of computer technology in qualitative research and evaluation ranges from simple word processing to doing sophisticated data sorting and retrieval. How computer software can be used for qualitative research is discussed. Researchers should consider the use of computers in data analysis in light of their own familiarity and comfort with the technology, the types of data to be collected, and the planned analysis. The general types of programs used by qualitative researchers include word processors, word retrievers, text base managers, code-and-retrieve programs, theory builders, and conceptual network builders. In addition to the main functions that specific programs can carry out, the researcher should consider other criteria in evaluating software. The first criterion is the flexibility of the program, and a second, and fundamental criterion, is the degree to which the program is user friendly. Also to be considered is the match with available hardware. In using computers in data analysis, it is necessary to remember that the technology is the servant and not the expert. Technology use is no substitute for researcher competence or clear thinking. The speed and convenience of the technology may lead the researcher to perform inappropriate tasks, or they may cause the researcher to become fixed on a particular approach to the exclusion of approaches that would be beneficial in the analysis. A list of 18 selected data analysis programs and their distributors is included. (Contains seven references.) (SLD)

ED 405 350 TM 026 129

Nevada Education Statistics. EdTAB Report. School Enrollments, Teacher Salaries, Educational Expenses, University System & Faculty Ratios, Students Teacher Ratios.
PUB DATE- Jan 95
NOTE- 35p.; Material excerpted from State of Nevada, Department of Administration (1994) "Nevada Statistical Abstract." Titles,

*Federal Programs; Federal Regulation; Higher Education; *Loan Default; Loan Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program

This study examined student loan default rates at 98 of the 104 historically black colleges and universities (HBCUs) in the United States. About 3 percent of all federal students loans made in fiscal year (FY) 1995 were made to students at HBCUs, a percentage that has remained steady from FY 1991 through FY 1995. For FY 1993, the average loan default rate for HBCUs was 21.1 percent, while the average for non-HBCUs was 7.2 percent. For FY 1992, HBCUs averaged defaults of $464,209 and non-HBCUs averaged $119,307. Whether compared by kind of school or student enrollment, HBCUs had higher default rates and larger dollar amounts of loans in default per school than non-HBCUs. If the default rates for HBCUs remain the same for FYs 1994-96 as they were for FYs 1991-93, 22 HBCUs could lose their eligibility for federal student loan programs in FY 1998, after their exemption from default rate requirements expires. Four appendixes provide data on HBCUs by state, kind of school, and enrollment; a comparison of selected characteristics at HBCUs and non-HBCUs; a comparison of selected characteristics at HBCUs and non-HBCUs by school enrollment; and Federal Family Education Loans (FFEL) in repayment and default by kind of school. (MDM)

ED 404 910 HE 029 915

Munford, Rhonda L.
The Role of Mentoring in the College Experiences of Mature African American Women: A Qualitative Investigation.
PUB DATE- Aug 96
NOTE- 24p.; Paper presented at the Annual Conference of the American Psychological Association (104th, Toronto, Canada, August, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Career Guidance; *College Students; Educational Attitudes; *Females; Higher Education; Individual Development; *Mentors; Nontraditional Students; Professional Development; *Reentry Students; Social Support Groups; Student Attitudes; *Student Development; Student Experience
IDENTIFIERS- *African Americans

This study examined the role of mentoring for mature African American women during their reentry college experience. In-depth interviews were conducted with 19 women (mean age 41.7 years) about their current educational experiences, occupational and professional goals, support networks, and family commitments, multiple roles, and concerns about role overload. Eight of the women reported having a mentor. The mentors included former/current bosses, professional colleagues, friends, and relatives. Mentoring activities reported included having mentors provide advice/direction regarding professional development, provide educational/spiritual/personal support, offer advice on financial matters, and support academic/scholastic concerns. When asked about their perception of the "ideal" mentor, most of the women provided fairly detailed descriptions of what they desired in such an individual. Most of the women interviewed perceived having mentors as somewhat to very important in terms of facilitating their personal growth and development, their educational growth, and their career success. (Contains 13 basic computer skills, and other factors, graduates from low-income families were less likely to be employed. Black graduates were also less likely to be employed. The findings of this survey are generally consistent with the labor market segmentation theory. Logistic regression of the single variables found the following variables had a statistically significant relationship to employment status: class (family income), ethnicity, weekly tutorial attendance, library use, participation in organized sports, having worked part-time in the final year, hours per week worked, help from professor in finding job, help from boy or girl friend in finding job, help from former employer in finding job, analytic skills, communication skills, organization skills, personal skills, basic computer skills, degree status, and departmental grouping. (Contains 18 references.) (JLS)

ED 404 930 HE 029 935

Barnetson, Robert James
Marketing the University of Calgary to Frosh: A Motivational Typology of Student-College Choice.
PUB DATE- 97
NOTE- 100p.; M.A. Thesis, University of Calgary.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Measures; *College Bound Students; *College Choice; College Freshmen; Decision Making; Foreign Countries; Higher Education; High Schools; High School Students; Questionnaires; *Student Attitudes; Student Motivation; *Student Recruitment; Surveys
IDENTIFIERS- *University of Calgary (Canada)

This thesis proposes a segmentation of the University of Calgary's (Canada) freshman class based on benefits sought from attendance and provides descriptions of each benefit segment that includes the impact of institutional characteristics. A motivational typology for university participation is presented and the marketing implications of this segmentation on recruiting prospective students are explored. A four-cluster segmentation emerged from analysis, illustrating the predominance of fiscal motives in motivating freshmen from the Baby-Bust and Echo-Bust cohorts to attend a university. A questionnaire was developed which covered biographical information, reasons for attendance, and institutional characteristics. Questionnaire responses were analyzed from 77 freshmen students (out of a sample of 300) at the University of Calgary who had graduated from high school in June 1996. The following motives were most frequently cited as reasons for deciding to attend college: achievement of a higher standard of living, expansion of career opportunities, and career goal requirements. Other motives included the desire to: obtain a degree, have fun, become self-sufficient, learn new things, increase understanding, and meet new people. The institutional characteristics most cited as important were college reputation and quality of education. The survey instrument is included. (Contains 111 references.) (JLS)

ED 404 931 HE 029 936

Russell, Susan H.; And Others
Study of Communications Technology in Higher Education, 1994. Final Report and Executive Summary.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.

importance of a systematic approach to designing experiential learning activities, program administration, and evaluation. (Contains approximately 120 references.) (MDM)

ED 404 950 HE 029 966

Student Financial Aid. High Risk Series.
PUB DATE- Feb 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Federal Programs; Higher Education; *Information Management; Information Systems; Loan Default; *Program Administration; Program Improvement; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Department of Education; Direct Lending; Family Education Loan Program; Fraud; General Accounting Office; Pell Grant Program

This report discusses the continuing concerns of the U.S. General Accounting Office (GAO) in regard to the Department of Education's management and oversight of postsecondary student financial aid programs, especially the Federal Family Education Loan, the Ford Direct Loan, and the Federal Pell Grant Programs. GAO commends the department for its actions over the last several years to reduce waste, fraud, abuse and mismanagement in these programs, but believes that the department needs to take further action, specifically toward improving program management and information systems. The report points out that complicated, cumbersome processes still hinder the operation of federal student loan programs, that program structures remain flawed, and that program management concerns continue to persist. It concludes that the Department of Education needs to continue its ongoing efforts to improve gatekeeping, integrate its information systems, ensure the accuracy and validity of student loan data, and continue its efforts to improve financial management. A list of related GAO reports is included. (MDM)

ED 404 951 HE 029 967

An Overview. High Risk Series.
PUB DATE- Feb 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Federal Government; *Federal Programs; Higher Education; Information Management; Information Systems; Loan Default; *Program Administration; Program Improvement; Risk; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Fraud; *General Accounting Office

This report provides an overview of efforts undertaken by the U.S. General Accounting Office (GAO) in 1990 to review and report on federal program areas its work identified as high risk because of vulnerabilities to waste, fraud, abuse, and mismanagement. It reviews the current status of efforts to address these concerns. The six categories of high-risk focus include: (1) providing accountability and cost-effective management of defense programs; (2) ensuring all revenues are collected and accounted for; (3) obtaining an adequate return on multibillion dollar investments in information technology;

Maryland have consistently trailed those of whites; (3) composite SAT scores of African-American men in Maryland fell seven points, with all of the drop being in the math portion of the test, while scores of African-American women, and well as those of white men and women, increased; (4) Maryland women have gained ground vis-a-vis men on both verbal and math SAT scores; and (5) the percentage of Maryland students planning to major in health fields has risen sharply, while the proportion intending to study business has fallen. Additionally, tables provide SAT trend data for: Maryland versus national scores overall; Maryland versus national scores by gender; Maryland versus national scores by race; for African-Americans versus whites; by race and gender; for the Mid-Atlantic region; by high school class rank; (7) by intended major; trends in intended major for Maryland college-bound seniors; and trends for college-going students who took rigorous levels of high school preparation. (CH)

ED 404 969 HE 030 012

The Status of Women in Maryland Public Higher Education, 1984-1994.
PUB DATE- Jan 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Rank (Professional); *Degrees (Academic); Doctoral Degrees; *Educational Trends; Equal Education; *Faculty Promotion; Faculty Recruitment; Graduate Study; Higher Education; Masters Degrees; Public Colleges; Sex Discrimination; State Universities; Tables (Data); *Trend Analysis; *Women Faculty; Womens Education
IDENTIFIERS- *Maryland

This report charts progress made by women in public postsecondary Maryland institutions during the decade 1984-94. Data tables and text show: (1) a steady increase in the proportion of full-time faculty women, although men still hold most senior appointments; (2) that community colleges hired a greater percentage of women in 1993-94 than did four-year institutions; (3) an increase in the number of women faculty at four-year institutions in all discipline areas except business; (4) only a small salary gap between male and female community college faculty across all ranks and disciplines, but a continued and widening gap at four-year institutions; (5) an increasing percentage of women executives and managers; (6) little change in representation of women on institutional boards; (7) a significant increase in the total number of women enrolled on Maryland campuses; (8) second-year retention rates for women equaling or exceeding those of men at four-year institutions; (9) six-year graduation rates of women consistently exceeding those of men; (10) four-year graduation and transfer rates for women at community colleges increasing slightly; (11) women earning a majority of associate, Bachelor's and Master's degrees, although they trail men in the number of doctorate and first professional degrees; (12) women continuing to lag men in degree attainment in science. (CH)

ED 404 970 HE 030 013

A Survey of Collaborative Projects of Maryland Postsecondary Institutions.
PUB DATE- May 96
NOTE- 25p.

Reality
IDENTIFIERS- Barriers to Participation; ERIC Digests; Learning Environments; *MOOs

MOO stands for "Multi-user domain, Object-Oriented." Early multi-user domains, or "MUDs," began as net-based dungeons-and-dragons type games, but MOOs have evolved from these origins to become some of cyberspace's most fascinating and engaging online communities. MOOs are social environments in a text-based virtual reality where people gather to chat with friends, meet new people, and help build the MOO. Users connect from anywhere in the world and communicate with one another in real time. Users can create rooms, objects, and programs that recreate in text anything the user might imagine. Educational MOOs have an academic theme and use a variety of MOO communication tools such as internal e-mail, newspapers, documents, blackboards, and classrooms to accommodate a variety of teaching styles. Teachers can use these tools in harmony with the goals for the class while exploiting the nature of the MOO as a student-centered learning environment. The paper provides: names, descriptions, and sites of some educational MOOs suitable for learners of high school age and older; a description of user roles on MOOs--guests, builders, programmers, wizards, and archwizards; difficulties teachers may face when using a MOO; information on how to get started; and guidelines for ensuring a positive experience for both teachers and students. Resources for more information on educational MOOs are provided. (SWC)

ED 404 988 IR 018 281

Fox, Roy F.
Mirroring, Blurring, and Replaying: How Students Respond to TV Commercials.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Childrens Television; Cognitive Processes; Educational Television; Elementary Secondary Education; Programming (Broadcast); Public Television; *Student Reaction; *Television Commercials; Television Surveys; *Television Viewing; *Visual Learning
IDENTIFIERS- *Channel One; Missouri

Since 1989, Channel One has broadcast a 10-minute newscast with two minutes of commercials. In exchange for receiving the Channel One broadcast, schools promise that 90% of the students will watch Channel One for 92% of the time; that each program must be watched in its entirety; that a show cannot be interrupted; and that teachers cannot turn the program off. The MTV-like commercials are beamed into 40% of America's classrooms, selling such products as Sega video games and Snicker's candy bars. This study examines the ways that students responded to these "required" commercials. This study focused on four main questions: (1) How well do students know these commercials? (2) How do students think about these commercials? (3) How do students evaluate these ads? and (4) How do these commercials affect students' behavior? Over a 2-year period (1993-1995), approximately 200 rural Missouri children were interviewed and the effects of mirroring, blurring, and replaying are discussed. One main reason students know these commercials so well is because they often parrot ads back or "mirror" commercials, usually word-for-word. When evaluating commercials and their own thinking about them, The attitude variables examined were: persistence (ability to complete research); attentiveness (ability to pay attention to research details); evaluativeness (ability to be skeptical of information sources and to evaluate sources); patience (ability to devote time and labor to research); and topic interest (possessing a preference for topics of personal interest). The independent variables in this study were: college major (science, business, education, social science, humanities, and nursing and allied health), and age (under 26, or over 25). Multivariate analysis of variance was used to determine a significant difference by age on the attitude construct. Results indicate that no significant interaction exists between age and college major on library research attitude. Age, however, was found to be significantly related to library research attitude. Three tables show the intercorrelation between aspects of attitude; multivariate analysis of variance for library research attitude; and library research attitude: agreement by age. (Contains 11 references.) (AEF)

ED 405 007 IR 056 329

Access for All: A New National Library for Tomorrow's Learners. The Report of the National Library of Education Advisory Task Force.
PUB DATE- Feb 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Accountability; Education; Feedback; Information Dissemination; *Information Services; Information Sources; Interdisciplinary Approach; *Library Development; Library Instruction; Library Networks; Library Services; *Mission Statements; *National Libraries; Users (Information)
IDENTIFIERS- *Education Libraries; Information Providers; *National Library of Education

The responsibility of the National Library of Education (NLE) is to maintain a comprehensive collection of education information, to serve as a central point for education information services, and to establish a national network of education information providers. This report contains recommendations that are intended to challenge the NLE to become the premier education information service for the United States. The mission statement of the NLE contains the four essential goals that the Library seeks to fulfill: (1) awareness (informing users of available resources and cultivating new customers through an active program of marketing and outreach); (2) access (providing all customers with effective and efficient means to utilize the NLE's information sources); (3) assistance (enabling users to learn how to use electronic and print information tools, effective and responsive reference services, and state-of-the-art technology); and (4) accountability (continually improving the NLE's services through feedback from customers, network partners, and policy makers inside and outside the government). Recommendations are grouped into five domains corresponding to these four essential goals and a set of cross-cutting issues. Each domain comprises a chapter of the report. Appendices contain: the statute authorizing the National Library of Education; past and current programs of the NLE; a glossary of terms and abbreviations used in this report; a list of persons and organizations providing assistance to the NLE Advisory Task

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Learning; Course Content; *Course Organization; *Distance Education; Higher Education; Instructional Innovation; *Psychology; Student Needs; Study Guides; *Teaching Methods; *Telecourses
IDENTIFIERS- Iona College NY

To help meet the needs of adult students who find it difficult to attend classes regularly on campus, New York's Iona College developed video distance learning courses in psychology that combine independent reading, guided study, video program viewing, and faculty mentoring to provide a challenging learning experience for students. Video courses are offered in introductory, abnormal, and developmental psychology, as well as statistics, while all the videos include location shooting; real case studies; commentary from teachers, researchers, and clinicians; and animated graphics. For each course, the faculty mentors choose from several texts and study guides suggested by the creators of the video series. The study guides typically provide a lesson overview, lesson objectives and focus questions, related case studies, interactive questions, self-tests, a glossary, and a reading list. In offering video courses, it is important that a detailed syllabus be provided that includes specific strategies for approaching the course. Assignments include questions on case studies, research projects on students' own questions, reaction/research papers, and complete examinations. The mentoring process used with the courses emphasizes the need for regular student-faculty contact that encourages interactive, exploratory, questioning behavior, and feedback. Although some educators and students dislike the video format, advantages include increased one-on-one contact between students and faculty mentors, lower student costs, and the ability to accommodate students' schedules. (TGI)

ED 405 025 JC 970 131

Schneider, Susan M.
The Bigger Picture: Context in the Research Methods Course.
PUB DATE- Mar 96
NOTE- 15p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Clinical Psychology; Critical Thinking; *Discussion (Teaching Technique); Group Discussion; Higher Education; Holistic Approach; Learning Activities; *Research Design; *Research Methodology
IDENTIFIERS- Saint Marys College of Maryland

Texts and courses related to research methods generally teach students essential research designs, data analysis techniques, and interpretation guidelines. However, students are less likely to learn how research techniques function holistically. To provide this holistic understanding, a classroom activity has been developed at St. Mary's College of Maryland that provides a context for research methods and promotes active learning and critical thinking. First, students are assigned two readings: a discussion of therapeutic touch in clinical colleges and other educational institutions, recent budget declines have made this situation more critical. In the past, those who disagreed could be bought off and organizations tended to hire layers of people to perform tasks that one person with a personal computer can perform today. For leaders of educational institutions, therefore, it is important that the institutions be transformed and that civility, caring, and respect be infused into the organization. Specifically, traditional singular leadership should be replaced by collective leadership, with traditional middle managers being replaced by management teams, and efforts should be made to include the voices of women, minorities, and other traditionally silenced groups into the organizational dialogue. While deep structural transformation takes time, the following nine, non-linear stages of the transformation process have been identified: (1) understanding the organizational structure; (2) articulating the institution's vision; (3) creating an environment of trust; (4) easing the threat of change; (5) using information to transform institutions; (6) moving away from hierarchical models of management; (7) providing opportunities for faculty and staff development; (8) creating an inclusive environment; and (9) evaluating managers' personal values. (HAA)

ED 405 043   JC 970 162

Bucco, Diana, Ed.
Building Sustainable Programs: A Guide to Developing & Maintaining Service-Learning at Community Colleges.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 95
NOTE- 23p.; Based upon work supported by the Learn & Serve America: Higher Education program of the Corporation for National Service; for related documents, see JC 970 165-167.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Community Services; Curriculum Development; Educational Strategies; *Financial Support; Grants; Program Descriptions; *Program Development; *School Community Programs; *Service Learning; Two Year Colleges

Service-learning is a pedagogy that combines community service with academic instruction, focusing on critical, reflective thinking and civic responsibility. This guide is designed to foster the development of service-learning programs at community colleges and presents experiences, ideas, and lessons learned from existing programs. First, reasons for supporting and developing service-learning programs are presented, indicating that such programs meet the community college mission, help develop student self-esteem, and build relations with the community. Programmatic, administrative, and financial strategies are then presented for developing and sustaining service-learning programs. Next, brief descriptions are provided of 19 exemplary practices or beneficial outcomes from existing service-learning programs. Practices described include techniques for forming student connections, evaluation methods, faculty mini-grants, course development methods, efforts to ensure academic integrity, the formation of community partnerships, service scholarships, a faculty institute for program development, involving faculty in community service, community service to enhance career exploration, and the use of

JCCC had definitely or probably improved their quality of life, while 96.9% said that they would recommend the college to friends. The survey instrument is appended. (HAA)

ED 405 061 JC 970 220

Duckwall, Julia M.
JCCC Transfer Students: Their Destinations and Achievements.
PUB DATE- Feb 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Role; *College Transfer Students; Community Colleges; Followup Studies; Grade Point Average; Graduate Surveys; *Outcomes of Education; *Student Attitudes; *Student Behavior; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Johnson County Community College KS

A study was undertaken at Johnson County Community College (JCCC), in Kansas, to determine the experiences of students who transferred from JCCC to four-year institutions between summer 1993 and spring 1995. A sample of transfer students was obtained from responses to postcards sent to former students and records obtained from regional institutions most often accepting JCCC students. Questionnaires were then mailed to 1,637 former students identified through these means as those who had completed at least 6 credit hours at JCCC. A total of 547 former students responded, for a response rate of 33%. Major findings included the following: (1) the University of Kansas and Kansas State University received 77% of JCCC transfers; (2) 83.2% of the respondents indicated that their primary educational objective at JCCC had been preparation for transfer; (3) respondents rated JCCC higher than their transfer institution with respect to quality of instruction, facilities and equipment, and convenience of class scheduling, but lower with respect to variety of courses, advisement and counseling, and job placement services; (4) 98% indicated that they had achieved their ultimate objective at JCCC; (5) 93.6% indicated that they would recommend JCCC to friends; and (6) most of the respondents had at least a "B" grade point average at JCCC prior to transferring, while 16.6% had earned mostly "A's" and 30.5% had earned "A's" and "B's." The survey instrument is appended. (HAA)

ED 405 062 JC 970 223

Morris, Cathy; Vorp, Ron
College Preparatory Completion Rates Based on Verbal and Mathematics Deficiencies. Information Capsule Number 96-06C.
PUB DATE- Apr 96
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Developmental Studies Programs; Mathematical Aptitude; *Outcomes of Education; *Predictor Variables; *Scores; *Student Placement; Success; Two Year Colleges; Verbal Ability
IDENTIFIERS- Miami Dade Community College FL

In 1996, Florida's Miami-Dade Community College conducted a study to examine the college preparatory completion rates of first-

Practice Relationship; Young Children
IDENTIFIERS- Even Start; Family Literacy; Family Support

This paper discusses: (1) the importance of building a comprehensive web of support for families in family literacy programs (such as Even Start) that communicate consistent values and messages essential for educational success; and (2) how integration of program components can be developed and strengthened. The paper is organized around four major principles. For each principle, practical examples illustrate how the theories would be implemented in program practice. Principle 1 focuses on identifying family needs and building services around those needs. Principle 2 identifies intense experiences and a high degree of connection across services as a key to changing family attitudes and perspectives in lasting ways. Principle 3 involves providing continuity through a set of common messages and values presented and reinforced in all program components. Principle 4 specifies that integration requires connections across program components. The five implications of these principles for program design and management are: (1) the need for increased planning time; (2) building and nurturing a strong staff team; (3) the need for cross-staff training; (4) a supervision style that extends the web of support to staff; and (5) developing integrated approaches and common messages across various collaborators. The paper concludes with a list of resources. (Contains 23 references.) (KDFB)

ED 405 080 PS 024 789

Logue, Mary Ellin
Transitions: Closing the Gaps.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; For related documents, see PS 023 877-878 and PS 024 787 and 790.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; Adult Education; *Change; *Change Strategies; Child Development; Children; Development; *Developmental Programs; Developmental Stages; Educational Change; Educational Development; Elementary Secondary Education; Family Programs; Individual Development; Parents; Program Content; Program Design; Program Development; Program Improvement; *Transitional Programs
IDENTIFIERS- *Even Start; Family Support; *Transition Management

Even Start is a family literacy and support program for families with young children. This paper focuses on the impact and potential of transitions for children and adults as Even Start helps them move across settings. Such transitions occur daily, such as from home to day care to work, or occur over time, such as a transition to formal schooling. The paper discusses ways of providing a stable base for children and families by building bridges between the settings in which they currently spend time to new settings, creating smooth transitions. The paper lists four guiding principles intended to build practitioners' understanding of the role of transition activities in Even Start as a basis for creating lifelong learners. The first principle is that parents, children, and families go through many transitions while in Even Start. Second, successful transitions require firm grounding in the

Financial Planning; Food Assistance Programs

In the fall of 1995 the National Association of Child Advocates began the Children's Budget Watch Project in order to collect information regarding children's programs expenditures in 12 randomly selected states and two cities for the fiscal years from 1990 to 1995. Data were collected on the areas of income support, child care, health, abuse and neglect, juvenile justice, and nutrition. The findings indicate that many states did not adjust their Aid to Families with Dependent Children (AFDC) benefit levels from 1990 to 1995 and, therefore, the standard of living of such families declined. Across states, there was a 360% increase in child care funding for the welfare population, but only a 40% increase for the working poor, mostly due to increases in federal funding, which constituted 33% of child care spending. Federal and state expenditures on child health increased substantially, but only 40% of children received adequate care. In 1995, an average of 24% of children received no services that would ensure their safety. The reduction of funding for Social Services Block Grant will reduce the child welfare services provision. Federal resources available for prevention programs are not utilized adequately by many states. Only 4% of juvenile justice expenditures are used for after-care programs for youth. In the area of nutrition the percentage of schools participating in the lunch and breakfast programs was ranging from 27% to 100% in some cases. Between 27% and 64% of households in the states studies received food stamps in 1995. (AS)

ED 405 098 PS 025 050

Phillips, Amy L., Ed.
Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2.
PUB DATE- 96
NOTE- 193p.; For individual papers from this volume in the Topics in Early Childhood Education series, see PS 025 051-061.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; Case Studies; Child Advocacy; Child Development; *Childhood Needs; Constructivism (Learning); Context Effect; Cultural Influences; *Early Childhood Education; Higher Education; Mainstreaming; *Play; *Pretend Play; Research Needs; Special Education; Student Attitudes; Student Teachers; Teacher Attitudes; Teacher Education; Teacher Role; Teaching Methods; *Young Children
IDENTIFIERS- Child Life Programs; Child Life Specialists; Developmentally Appropriate Programs; *Play Learning

Changes in our world have made it more difficult for children to find protected, exciting places to play and interesting, satisfactory things to play with. This edited volume, resulting from the collaboration of Bank Street College (New York, New York), Erikson Institute (Chicago, Illinois), Pacific Oaks College (Pasadena, California), and Wheelock College (Boston, Massachusetts), focuses on children's play and how their play and learning may be supported in early childhood settings. Section 1 examines play education research and suggests methods for training professionals to facilitate play. Chapters are: (1) "Play in Early Childhood Development and Education: Issues and Questions" (Joan B. McLane and Others); (2) "The Value of Play as Perceived by Wheelock College Freshmen" (Edgar Klugman); (3) "The Meaning of Play: Perspectives from Pacific the state's children in this general area; and an overview of county findings. The second section presents statistical profiles of Michigan and its 83 counties. The profiles feature demographic information, the percentage change in key indicators, and a table of the indicators used to measure child well-being in 1995. For most indicators, rates and numbers are presented for the most recent year (1991-93 averages) and the base year (1986-88). The report notes that that economic security weakened substantially over the 1980s, and the trend has continued into the 1990s; too many of the children experience family violence; three of the four teen risk indicators worsened; and there is a comparatively low success on basic reading, science and math skills. (AA)

ED 405 116 PS 025 096

Kids Count in Michigan 1996 Data Book: County Profiles of Child & Family Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 228p.; For 1994 Data Book, see PS 025 094; for 1995 Data Book, see PS 025 095.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; At Risk Persons; Child Health; *Children; *Counties; Demography; *Economically Disadvantaged; Elementary Secondary Education; Infant Mortality; One Parent Family; Outcomes of Education; Population Trends; Poverty; *Social Indicators; State Norms; State Surveys; Statistical Data; *Well Being
IDENTIFIERS- Family Support; *Indicators; *Michigan

This Michigan Kids Count data book for 1996 describes the condition of children in each of Michigan's 83 counties. The first section of the report explores the status of the children in five areas of child well-being: (1) Economic Security; (2) Child Health; (3) Child Safety; (4) Teen Transition; and (5) Education. The discussion presents an overview of the findings for the state; how the state rates compare to those of the nation; implications of the findings; recent developments for the state's children in this general area; and an overview of county findings. The second section presents statistical profiles of Michigan and its 83 counties: the profiles feature demographic information, the percentage change in key indicators, and a table of the indicators used to measure child well-being in 1996. Because of the broad variation within counties by school district, selected indicators are presented by school district in the appendix. The report notes that among the child well-being indicators, Michigan received its best ranking--22nd of the 50 states--for its relatively low rate of "idle" teens. The state's worst ranking (41) was for its 28 percent of families with children headed by a single parent. (AA)

ED 405 117 PS 025 098

Gopnik, Alison; Meltzoff, Andrew N.
Words, Thoughts, and Theories.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Adolescents; Childhood Needs; *Child Rearing; *Children; College Students; Developmental Stages; Discipline; Elementary School Students; Elementary Secondary Education; Emotional Adjustment; Higher Education; High School Students; Interpersonal Competence; Middle Schools; *Parent Child Relationship; Parents as Teachers; Performance Factors; School Readiness; *Social Development; *Young Adults
IDENTIFIERS- Middle School Students

Written for parents and for professionals working with children and their parents, this book demonstrates that children's social development must be given paramount importance in order for them to achieve long-term school success. The book shows parents how to be effective caregivers by knowing what to realistically expect from a child based on a well-illustrated developmental timetable and an appreciation for individual differences. In addition to providing "how-to" for managing challenges ranging from a child's autonomy to homework assignments, the book dispels popular misconceptions about children that can impede healthy parent-child interaction and child development. The three parts of the book deal with home environment, the school experience, and challenges to parenthood. The chapters, which include implications for academic performance and parenting strategies for supporting academic success, are as follows: (1) "Typical and Atypical Child Development"; (2) "Early Preparation for School Adjustment"; (3) "Discipline: The Basis for Learning and Achievement"; (4) "Nursery School: Passion, Pretend, and Practicing"; (5) "Elementary School: Latency--The Age of Industry"; (6) "Middle School: Puberty--Upheaval and Biological Change"; (7) "High School: Adolescence--A Normative Crisis"; (8) "College: Late Adolescence and Early Adulthood--Consolidation and Stabilization; (9) "Homework and School Achievement: Whose Homework Is It Anyhow?"; (10) "Working Mothers: Myths and Reality; (11) Divorce: Changing Cultural Attitudes and Concerns"; (12) "Parenting Gone Awry: Good Intentions and Unintended Consequences"; and (13) "Summary and Conclusions." Contains 95 references. (HTH)

ED 405 135   PS 025 148

Jambor, Tom
Dimensions of Play: Reflections and Directions.
PUB DATE- 96
NOTE- 9p.; Closing keynote speech presented at the IPA World Conference (13th, Espoo, Finland, August 16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; *Children; Childrens Rights; Employed Parents; Family Environment; Latchkey Children; One Parent Family; Parent Child Relationship; *Play; Recreational Activities; *Social Change; Television Viewing; Violence
IDENTIFIERS- Child Safety

For many children, societal changes have restricted the opportunities for and the right to play. Adults deal with these violations of children's right to play by trying to correct problems, preventing future problems, or by denying that problems can or could exist. In order to meet the challenge of preserving children's play rights, we need to be alert to five

ED 405 151 RC 020 868

Huang, Gary G.; and Others
Effect of High School Programs on Out-Migration of Rural Youth.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; *High School Graduates; High Schools; Longitudinal Studies; National Surveys; *Relocation; *Rural Education; Rural to Urban Migration; *Rural Youth; *Secondary School Curriculum; *Student School Relationship; Vocational Education
IDENTIFIERS- High School and Beyond (NCES); Logit Analysis; Multilevel Analysis; *Outmigration; School Effects; Weighting (Statistical)

Rural-to-urban migration of educated rural youth is a factor leading to economic marginality and community decline in rural America. This paper examines the extent to which high school curriculum contributes to the postschool outmigration of high school graduates, particularly those in rural areas. The study analyzed data from a national longitudinal survey, High School and Beyond, using two-level logit models for generating reliable estimates of organizational effects on individual behavior. The final sample included 16,492 students from 875 schools who were seniors in 1980 or 1982 and who participated in the 1986 follow-up survey. Controlling for local labor market conditions and student socioeconomic and demographic background, analyses revealed that: (1) a school's average outmigration is positively related to the school's emphasis on academic programs and negatively related to emphasis on vocational programs; (2) the probability of student outmigration is positively related to students' academic coursework and negatively related to students' vocational coursework; (3) these relationships hold in the subsample of youth who did not attend college in the 4 years after high school completion, as well as in the total sample; and (4) overall, curriculum effects did not differ between rural schools and those elsewhere. The implementation of two-level logit models through the software MLn and related statistical issues are addressed. Contains 33 references. (SV)

ED 405 152 RC 020 897

DeYoung, Alan J.
Struggling with Their Histories: Economic Decline and Educational Improvement in Four Rural Southeastern School Districts. Interpretive Perspectives on Education and Policy Series .
PUB DATE- 91
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Context Effect; Economically Disadvantaged; *Economic Factors; *Educational Change; Educational History; Elementary Secondary Education; Federal Programs; Local History; Local Issues; Politics of Education; Program Evaluation; Rural Development; Rural Education; *Rural Schools; *School Community Relationship; *School Districts
IDENTIFIERS- Appalachia; Appalachia Educational Laboratory WV; *United States (Southeast)

districts. Teacher salaries averaged $24,794. Data tables provide the following information for each school: (1) enrollment; (2) taxable valuation (total and per pupil); (3) general fund budget without special education (total and per pupil); (4) general fund reserve as percent of general fund; (5) guaranteed tax base per mill; (6) over base budget and levy mills required; (7) special education budget and FTE personnel; (8) transportation budget and cost per pupil; (9) teacher salaries as percent of total general fund; (10) teacher/pupil ratio; (12) teacher salaries (base and average); and (13) wages and salaries for instructional aides, noncertified staff, and extra duty. Appendix includes wages and salary for staff and extra duty, listed by school. Includes survey questionnaire. (SV)

ED 405 167   RC 020 957

Gulliford, Andrew
America's Country Schools. Third Edition.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 96
NOTE- 296p.; For second edition, see ED 355 055. With a note from Barbara Bush. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *Architecture; Educational Environment; Educational History; *Educational Practices; Elementary Secondary Education; *One Teacher Schools; Preservation; Rural Education; *Rural Schools; *School Buildings; *School Community Relationship; Small Schools; Student Experience; Teaching Conditions; Teaching Experience
IDENTIFIERS- *Historical Preservation

As late as 1913, half of U.S. schoolchildren were enrolled in the country's 212,000 one-room schools--the heart of American education. Although only about 428 of these schools remain in use as of 1994, the country school continues to be a powerful cultural symbol. The first section of this book examines country schools' educational and cultural legacy. Chapters (1) provide an overview placing country schools in the larger social and historical framework of American education; (2) describe the country school curriculum, discipline, and teaching methods; (3) present anecdotes and memoirs describing teacher education, teaching conditions, and teachers' lives on the Western frontier in the late 19th and early 20th centuries; (4) portray the role country schools played as rural community centers; (5) discuss the assimilation of immigrants and minorities in rural schools, focusing on Native Americans, Blacks, and Hispanics; and (6) look at public, private, and parochial country schools in operation today. The second section examines the great variety of design in country school architecture, including schoolhouse sites, architect designs, building forms, building materials and techniques, classroom furniture, and building standardization. The third section discusses the preservation and restoration of country schools; describes new uses as museums, centers for living history programs, and community centers; presents preservation case studies; and lists one-room schools, by state, that remain in public ownership. This book contains approximately 275 references, 400 photographs, numerous illustrations, and an index. (SV)

ED 405 168   RC 020 960

them. Results also indicate that the teachers did not know much about the science teaching ideas found in the national and state documents--ideas such as cooperative learning, inquiry-based science lessons, and performance assessment. Implications for science teacher education are discussed. Appendix includes the science textbook evaluation criteria. Contains 35 references. (JRH)

ED 405 187 SE 059 629

Callicutt, Timothy N.
Environmental Education: Creating a New Holism. Draft Copy.
PUB DATE- 96
NOTE- 9p.; Paper presented at the American Educational Studies Association Conference (Montreal, Quebec, Canada, November, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Conservation Education; *Ecology; Elementary Secondary Education; *Environmental Education; Moral Values; Philosophy; *Public Education; Social Responsibility; *Thematic Approach; *Values Education
IDENTIFIERS- Anthropocentrism; Global Awareness; *Holism

It is generally believed that great strides are being made toward increasing the level of ecological awareness among the American public. This paper points to the fact that not only is public education failing to achieve an adequate level of ecological awareness among today's youth, but that public schools may actually be contributing to the level of anthropocentric and dualistic thinking that has brought humanity to its current point. The current curriculum is an economic/industrial, consumption-driven model of human interaction with the earth. A warning is given that continuation of the use of this model for teaching purposes is self-destructive. A suggestion is made for a new holism in public education that goes far beyond the usual integration of environmental awareness programs into public school curriculum. This paper makes a call for total integration of all other subject areas into an environmentally-based educational system rather than incorporating environmental studies into the already existing curriculum. Lastly, teachers should practice the environmental principles they teach. Contains 12 references. (PVD)

ED 405 188 SE 059 656

Lang, Susan S.; And Others
Nature in Your Backyard: Simple Activities for Children.
PUB DATE- 95
NOTE- 48p.; Illustrated by Sharon Lane Holm.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Animals; Birds; Elementary Education; Environmental Education; *Plants (Botany); *Science Activities; Student Projects

This illustrated book presents the natural world that exists right outside the door through a series of projects, experiments, and activities that are simple enough for young children to do. Activities are divided into six sections: (1) Insects and Worms; (2) Birds; (3) Backyard Animals; (4) Seeds;

ED 405 209 SE 059 795

Zeidler, Dana L.; LeBaron, John F.
Meeting the Challenge of Professional Development: Design and Evaluation of a Telecommunications Mediated Course in Science, Mathematics, and Technology Education.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Evaluation; Curriculum Development; Doctoral Programs; *Educational Change; Educational Innovation; Electronic Mail; Faculty Development; Graduate Study; Higher Education; Inservice Education; *Interdisciplinary Approach; Mathematics Instruction; *Partnerships in Education; Professional Development; *Research and Development; Science Education; *Seminars; Technology Education; Telecommunications
IDENTIFIERS- *Project 2061 (AAAS); University of Massachusetts Lowell

In response to the challenge for reform in science education, a new graduate course entitled "Advances in Science, Mathematics and Technology Education" was initiated at the University of Massachusetts at Lowell by the College of Education. The course focused specifically on examining how private research and development work dovetails into the stated contemporary goals of the American Association for the Advancement of Science Project 2061. It emphasized the transdisciplinary connections between mathematics, science and technology education. In addition to classes, a series of graduate-level seminars were conducted with nine speakers from private research and development organizations and academic locations outside the College of Education. Other topics covered include the electronic nature of the course, which consisted primarily of a project-centered electronic discussion forum using electronic mail; student-centered objectives; course requirements; and course content, which includes a table of main presentation topics and their corresponding foci. The presentations focused on such course-related themes as habits of the mind in science and mathematics education; breadth versus depth controversy; use of technology in science and mathematics education; and collaboration and connections between teachers, students, researchers, and industry. Project evaluation comprises both formal and informal assessment. (PVD)

ED 405 210 SE 059 798

Geelan, David R.
Weaving Narrative Nets To Capture School Science Classrooms.
PUB DATE- 22 Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Educational Change; *Educational Innovation; Epistemology; Ethnography; Foreign

mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correspond with the concepts of identity, needs and interaction. Level Two is designed for children in grades three and four. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Self-Worth," examines the basic values of people, their basic rights, and their ability to develop their abilities and explore their interests. Unit 2, "Family," explains that families interact with each other in many ways, including work. Unit 3, "Ethnic Group," develops the theme that members of ethnic groups are people with a common history in their native country and the United States and share a cultural background. The unit also examines the notion that ethnic grounds share certain characteristics. The document includes an introduction and notes to the teacher. (SG)

ED 405 229   SO 022 133

Social Studies: Level Two--Identity. Resource Book=Araling Panlipunan: Ikalawang Antas--Pagkakakilanlan. Hanguang Aklat. Chinese/English Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 247p.; For related documents in the series, see SO 022 126-135; for the corresponding teacher's guide, see SO 022 132.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Concept Formation; Curriculum Development; Elementary Education; Ethnic Groups; Family (Sociological Unit); Filipino Americans; Grade 3; Grade 4; *Individual Development; *Interdisciplinary Approach; *Self Concept; Self Esteem; Tagalog; *Thematic Approach

This Pilipino resource book, written in English and Chinese, is a companion volume to the Level Two Identity teacher's guide designed for children in grades three and four, and part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. Together the two books form the basis of the social studies component. The materials that the resource book contains correspond to their order in the teacher's guide, where the materials needed to do an activity are listed under that activity. The teacher needs to procure those activities bearing an "Other" marking; those marked "AABC", except for charts and storybooks, are in the resource book. The book's pages are perforated along the binding so that the materials can be taken out for photocopying, coloring, mounting, cutting, or other preparation for classroom use as the instructions in the teacher's guide specify. (Author/SG)

ED 405 230   SO 022 134

Social Studies Introductory Level--Needs. Teacher's Guide & Resource Book = Araling Panlipunan: Intro--Pangangarlangn. Aug Patnubay Ng Guro at Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80

Maya Art: Classroom and Museum Activity Book.
PUB DATE- 94
NOTE- 284p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; Architecture; Art; Art Activities; *Art Appreciation; *Art Education; *Art History; Foreign Countries; Instructional Materials; Integrated Activities; Intermediate Grades; Junior High Schools; Latin American Culture; Middle Schools; Museums; Social Studies
IDENTIFIERS- Maya (People); *Mayan Art; Mayan Civilization; *Pre Columbian History

Illustrated with reproductions of Mayan art and architecture, this activity book contains readings and activities about the Maya, including bilingual lesson sheets. The materials link middle school classroom studies of Mayan culture with history, social studies, and community resources. Eight lesson units explore the central aspects of Mayan art. The introductory unit, deals with the basic elements of Mayan culture, including historic context, environment, numerical system, astronomy, and cosmology. The second unit presents the most common subjects in Mayan art: Lord Pacal, the military, aesthetic experiences from art of deformed figures, women, stylized animals, jaguars, deity, and thrones. The third unit of lessons looks at central themes in Mayan art which include storytelling, accession, the tablets of Palenque, ballcourts, ball players, and ball player themes of vase paintings. Unit four presents the different media used in Mayan art: corbelling, clay, and jadeite. The 18 lessons in unit 5 cover architecture, Mayan revival architecture, Frank Lloyd Wright, outdoor sculpture, stelae, boulder monuments, footwear, directions at Quirigua, governor relief, communications about glyphs, lintels and flat stone reliefs, wood reliefs, painting, classic Maya pottery, drawing, and cartoons. Unit 6 deals with the different functions of art objects: pottery, recipes, drinking vessels, ocarinas, whistles, rattles, incense burner, backstrap weaving, costumes, and headdresses. The seventh unit explores Maya notions of aesthetics and symmetry. Unit 8 looks at Mayan artistic style and artists. The book concludes with a 74-item bibliography of instructional resources and an index. (FB)

ED 405 248   SO 026 480

Agostino, Francita; Bellessis, Martyna Ryder
ABC Women Artists, Volume 1 and Volume 2.
PUB DATE- 95
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Aesthetics; Art Activities; *Art Education; Art History; Artists; Discipline Based Art Education; Elementary Education; Females; *Interdisciplinary Approach; *Multicultural Education; *Visual Arts

These activity/workbooks use drawings done in the style of great women artists in order to promote a knowledge of female art history through a variety of educational experiences. Volume 1 and 2 present 26 women artists (one for each letter of the

Intermediate Grades; Teaching Methods; *Visual Arts
IDENTIFIERS- California; Chagall (Marc)

This paper focuses on two questions: (1) Can visual arts be an effective way for students to express what they have learned in social studies?; and (2) Can creative activity improve motivation, participation, attitude, and enhance learning in social studies? The sample for study was drawn from 75 fifth-graders in 3 classes in a school located in a predominantly blue-collar neighborhood of California. The ethnic breakdown was 63% Hispanic, 3% Asian, 3% African American, and 31% Caucasian. The principal investigator teaches social studies and art to all three fifth-grade classes from which the sample was drawn. A teacher's log of anecdotal records and comparison of student work before and after the integration of art into social studies were the research methods used. The topic for student study was a unit on world explorers, coupled with a discipline-based art education less on on Marc Chagall with students then creating their own interpretations of their favorite explorer. The study concludes that visual art increases understanding of social studies by giving students an opportunity to process information two ways, verbally and visually. (EH)

ED 405 269 SO 027 049

Fountain, Susan
Gender Issues: An Activity File.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Females; Foreign Countries; *Sex Bias; Sex Differences; *Sexism in Language; *Sex Stereotypes
IDENTIFIERS- *Gender Issues

This activity file grew out of research of an "Images of Women in Development" project of the Centre for Global Education at the University of York, England. The activities are intended for students in the 8- to 13-year-old range to learn more about gender issues. The activities are divided into four sections: (1) awareness-raising activities in which stereotyping, including unconscious stereotyping, can be confronted and examined; (2) research activities that allow children to discover gender discrimination in their own environment; (3) group discussion activities that can be used in conjunction with the above activities; and (4) role plays and simulations that place participants in situation that enable them to experience the effects of gender inequalities, to take alternative perspectives, and to develop possible strategies and solutions for dealing with discrimination. Cross-curricular themes are encouraged. (EH)

ED 405 270 SO 027 051

Fertig, Gary
Where No Bicycle Has Gone Before: A Data Collection and Analysis Project for the Early Elementary Grades.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English

Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *United States (Southeast)

The shortage of minority teachers in public schools has reached a critical level and comes at a time when the U.S. population is becoming increasingly diverse. Since 1981, Black and Hispanic students have made up the majority of public school enrollments. These and other data strongly indicate the need for diversity in the teaching ranks. In line with these data, an 8-question survey was mailed to every school district in the 12 southeastern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Missouri, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia). The survey requested information regarding employment availability and candidate supply comparisons for one and four years prior to the survey, predictions for the 1995-96 year, and factors impacting hiring. Of the 2,202 surveys sent to chief hiring officials, 629 (29 percent) were returned. Minority personnel supply remains inadequate among most school systems surveyed. However, a noticeable decline in the percentage of respondents perceiving the supply of minority administrators as "less than needed" was evident when compared with teacher supply. Demand in general seems to indicate that opportunities for employment continue to be good for minority elementary teachers, elementary administrators, and secondary administrators, and that secondary teaching opportunities appear slightly improved. (Contains 40 tables, graphs, and charts.) (JLS)

ED 405 293   SP 037 150

Pfau, Richard H.
Training Needs of Headteachers in Uganda.
PUB DATE- Dec 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Elementary Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; *Management Development; *Principals; Teacher Role
IDENTIFIERS- *Headmasters; *Uganda

This paper describes a survey conducted in Uganda during 1994 to determine the management training needs of primary school headteachers. A questionnaire, listing 155 tasks and duties performed by Ugandan headteachers, was administered to 47 headteachers in 3 districts of Uganda. Participants were asked to indicate the tasks they considered more important than others to be included in the management training program that was being developed. The tasks are grouped into 13 categories and the mean response for each task is given. The categories are: (1) general management; (2) personnel management; (3) staff development; (4) financial management; (5) records management; (6) materials and supplies; (7) communication; (8) meetings; (9) school governance; (10) curriculum management; (11) school facilities; (12) pupil-related tasks; and (13) other tasks. Using the results of the survey, the Uganda Ministry of Education developed a basic management training course for primary school head teachers. Two appendices provide: the Primary School Headteacher Training Needs Assessment Form and an overview of the Basic Management Training Course. (ND)

ED 405 294   SP 037 151

students how education can allow them to further those things that are already meaningful to them. Community relationships are most important in creating an unbreakable bond with each student, parent, and staff member based on mutual respect and admiration. When everyone in the community assumes responsibility for education, quality education based on partnership and mutual trust is possible. Successful schools require commitment to relationships with the community. (JLS)

ED 405 312 SP 037 190

Stahler, Theresa M.
Home Groups.
PUB DATE- Feb 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Education Courses; Elementary Secondary Education; *Foundations of Education; *Group Discussion; Higher Education; Interpersonal Communication; *Peer Groups; Preservice Teacher Education; Teacher Education Programs
IDENTIFIERS- Kutztown University PA

All students enrolled in the entry level foundations course in the College of Education of Kutztown University (Pennsylvania) participate in home groups, a cooperative learning strategy. Each student is assigned to a five- or six-person home group on the first day of class. Although group placements are made on the basis of class lists, every attempt is made to diversify groups by gender, age, major, and race. Each week the students are involved in an in-class learning activity with their home group. The home group operates formally and informally during the 14-week course. Some activities are part of a planned objective and some evolve from student need. Formal activities include: each member teaching a mini lesson to members of the group; each member providing written feedback to the student teacher; group study before tests; electing, for some tests, a group grade; and serving as an expert when "jigsaw" learning occurs. Less formal activities have included: preparing a special food treat for a reluctant student as a reward for class attendance; organizing notes for a hospitalized group member; and offering extra help to a student athlete during the sport season. The home groups build bonds among students from different backgrounds, teach them collaborative skills, and teach students to care about each other as members of the teaching profession. (The paper includes three students' written comments on home groups.) (JLS)

ED 405 313 SP 037 191

Gadzella, Bernadette M.; And Others
Teaching and Learning Critical Thinking Skills.
PUB DATE- 19 Aug 96
NOTE- 9p.; Paper presented at the International Congress of Psychology (26th, Montreal, Quebec, Canada, August 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

years in urban and rural areas that are experiencing persistent teacher shortages. TFA selects corps members through an intensive application process, operates inservice institutes to prepare them to enter the classroom, clusters them in placement sites, and establishes local offices in these areas to arrange for ongoing support and professional development. Ongoing professional development takes the form of support groups, workshops, and university or district programs that result in certification. Since 1990, TFA has placed 500 teachers annually in under-resourced classrooms. Despite some criticism of the quality of teaching by TFA teachers, surveys of students, parents, principals, and superintendents show ratings that are overwhelmingly positive. TFA retention rate is better in urban than in rural areas; in all areas TFA teacher retention is higher than that of other teachers in the same systems. TFA members' classes often show improvement on standardized tests far above that of other classes in the same school, and many TFA teachers are actively involved in providing extensive extra-curricular activities for their students. TFA corps members willingly accept assignments in under-resourced schools, work to teach their students, and exert a significant positive impact on students, their schools, and communities. (Contains 39 references.) (JLS)

ED 405 332   SP 037 215

Riggs, Iris M.; And Others
The Use of Portfolios in Beginning Teacher Support and Assessment.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; Instructional Improvement; *Mentors; *Portfolio Assessment; Portfolios (Background Materials); *Teacher Evaluation; *Teacher Improvement; Teacher Supervision
IDENTIFIERS- California

The Inland Empire (California) Beginning Teacher Support and Assessment Project (IE-BTSA) is intended to develop and implement assessment strategies designed for beginning teachers. The IE-BTSA program includes three major assessments used throughout the beginning teachers' induction year: a classroom observation, a learning journal, and a teacher portfolio. The mentor and the new teacher record their plans on the Professional Growth Plan (PGP), which documents the professional goal, related goal indicators, and specific action plans the new teacher and the mentor will take to reach the goal. Five entries into the portfolio are a minimum requirement for each teacher: the teacher's plan for discipline and management; a letter to parents of students; a lesson plan that has been implemented; a student product used for assessment; and an artifact that is an outcome of a collegial interaction. The portfolio serves as a stimulus for discussion between the new teacher and the mentor, especially after new teacher seminar sessions. The portfolio is a major assessment piece which facilitates teacher reflection and, along with the other IE-BTSA assessments, is the basis for growth plans developed collaboratively by mentor and new teacher. (Contains 16 references.) (JLS)

captions, and parts of tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Educational Trends; *Elementary Secondary Education; *Enrollment; Federal Aid; Financial Support; *Higher Education; Hispanic Americans; Minority Groups; *Public Schools; *School Districts; School Statistics; State Aid; Tables (Data); Trend Analysis
IDENTIFIERS- *Nevada

Information about education in Nevada is presented in a series of tables and graphs. In 1993 public school enrollment had increased to 235,800, with much of the increase occurring in the last 5 years. Growth in the elementary grades outpaced growth in the secondary grades, largely because of an influx of young families into the state. In addition, the Hispanic enrollment in the state's public schools grew substantially. In 1982, 5.8% of the total school enrollment was Hispanic; in 1993, this figure had grown to 14.3%. The amount of public education funded by Federal and local sources has continued to increase, but the 1992 state level of funding of the public schools actually decreased from that of 1990 by about 2%. Local sources fund almost 60% of the state's public education. In 1993, Nevada ranked 35th in expenditures per student, at $4,590. Expenditures for the state's colleges and universities increased by almost 79% in the last decade, with most of this increase at the community college level. Increases in undergraduate registration fees have helped offset the rising costs. In fiscal year 1989-90, Nevada ranked 38th among the states in institutional expenditures per full-time-equivalent student for public institutions of higher education. (Contains 15 graphs and 33 tables.) (SLD)

ED 405 351 TM 026 130

Klein, Thomas W.
Nevada Proficiency Examination Program Statewide Results 1993-94. EdTAB Report.
PUB DATE- 6 Apr 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Elementary Secondary Education; Home Schooling; Mathematics Tests; Reading Tests; Standardized Tests; *State Programs; *Testing Programs; *Test Results; Writing Tests
IDENTIFIERS- *Comprehensive Tests of Basic Skills; Exit Examinations; *Nevada Proficiency Examination Program

The 1993-94 school year was a transition year for the Nevada Proficiency Examination program in that it marked the year in which proficiency examinations were first mandated for grades 4, 8, and 11. Because the change from assessment at grades 3, 6, 9, and 12 would leave one class untested between grades 6 and 11, a requirement was passed for testing in grade 9 in the 1993-94 academic year. The data in this report provide baseline information for grades 4 and 8 and the last standardized test data for grade 9. Test results in reading and mathematics are from the Comprehensive Test of Basic Skills (CTBS). The CTBS Language Scale was used to assess writing in grade 4, and a state instrument was used in grades 8 and 9 to evaluate student writing. The tests administered in grade 11, unaffected by the change because the state exit examinations are still given in grades 11 and 12, were the High School Proficiency Examinations references.) (MDM)

ED 404 911 HE 029 916

Henderson, Peter H.; And Others
Doctorate Recipients from United States Universities. Summary Report 1995.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 96
NOTE- 158p.; For previous edition, see ED 390 360.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship; College Graduates; *Doctoral Degrees; *Educational Trends; Employment Opportunities; Employment Patterns; Foreign Countries; Foreign Students; Graduate Surveys; Higher Education; *Incidence; Majors (Students); Minority Groups; National Surveys; Paying for College; Trend Analysis; Universities
IDENTIFIERS- China; India; South Korea; Taiwan; Time to Degree; *United States

This 29th annual report summarizes results of the 1994-95 Survey of Earned Doctorates (SED), which collected data from graduates as they completed requirements for their doctoral degrees. The survey found that a record 41,610 doctorates were awarded by U.S. universities from July 1, 1994, through June 30, 1995. Over 88 percent of these were Ph.D.s, while more than two-thirds of the remainder were Ed.D.s or other doctorates in education. Women earned a record 16,333 doctorates, while U.S. minorities earned a record high of nearly 13 percent of doctorates awarded to U.S. citizens. The report also analyzes trends in doctorate production. Sixteen tables present data on number of doctorates awarded, gender and race/ethnicity of recipients, citizenship status, major fields, leading U.S. baccalaureate and doctoral institutions of minority recipients, levels of student debt, median years to doctorate, post-graduation commitments, and employment sector of recipients. A special section examines the contribution of China, India, Taiwan, and Korea to the growth of doctorates awarded to non-U.S. citizens between 1985 and 1995. Appendixes provide supplementary tables on 1995 doctoral recipients, trend data on 1985-95 doctoral cohorts, technical notes, and a copy of the survey questionnaire. (MDM)

ED 404 912 HE 029 917

O'Neil, Robert M.
Free Speech in the College Community.
PUB DATE- 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; Administrator Attitudes; Art; College Faculty; *College Role; College Students; Computer Networks; *Court Litigation; *Freedom of Speech; *Higher Education; Internet; Private Colleges; Public Colleges;

PUB DATE- Apr 95
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Delivery Systems; Distance Education; Educational Administration; Educational Planning; *Educational Technology; Educational Television; *Higher Education; *Information Technology; Microcomputers; National Surveys; Teacher Education; Use Studies

The 1994 Study of Communications Technology in Higher Education was a nation-wide survey of colleges and universities about instructional uses of microcomputers and audiovisual and multimedia technologies. Eight questionnaires were developed: six for institutional-level spokespersons at 1,000 randomly selected institutions in the United States; one for 2,000 faculty in a random subset of 100 institutions; and one for 1,005 full- and part-time college and university students. The survey found pervasive use of computers in higher education. A sizable percentage of schools offered distance education programs but the percentage of faculty who taught these courses and overall student enrollment in distance education was low. Cable appeared to be used more than public television as the dominant telecourse medium. Slightly over half of faculty used video instructional materials in a class during the academic term, about a third used audio instructional materials, and about one seventh used multimedia materials. Almost all teacher education programs offered training in instructional uses of computers. Respondents had very positive views about the benefits derived from computers and other instructional technologies. Networking was seen as the area of least perceived accomplishments. Insufficient funds was the most significant barrier to increased use of technologies. The eight surveys are appended. (JLS)

ED 404 932   HE 029 940

Mortenson, Thomas G., Ed.
Postsecondary Education Opportunity. The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education, 1996.
PUB DATE- 96
NOTE- 212p.; For 1995 report, see ED 390 368.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Academic Persistence; *Access to Education; College Freshmen; College Preparation; College Students; Comparative Analysis; Data Analysis; Disabilities; Educational Finance; Educational Legislation; Educational Opportunities; *Enrollment Trends; *Ethnic Groups; Family Characteristics; Family Income; Higher Education; *Paying for College; *Public Policy; Sex Differences; *Sociocultural Patterns; State Aid; Student Financial Aid; Student Loan Programs; Trend Analysis
IDENTIFIERS- Pell Grant Program

This document is a collection of 12 issues of a monthly report on public policy and programs affecting postsecondary educational opportunity. Each issue contains two or three research articles analyzing postsecondary educational trends. Titles of articles include: "Students with Educational Disabilities"; "Bureau of Labor Statistics Employment Projections: 1994 to 2005"; "Pell Grant Program Participation by State: 1993-1994"; "Freshman-to-

(4) controlling fraud, waste, and abuse in benefit programs; (5) minimizing loan program losses; and (6) improving management of federal contracts at civilian agencies. New high-risk areas are also discussed, including defense infrastructure, information security, the year 2000 problem in regard to computer software, Supplemental Security Income, and the 2000 decennial census. Also included are a list of key contacts for the newly designated high-risk areas and a list of 1997 High-Risk Series publications. (MDM)

ED 404 952 HE 029 968

Financial Report of Ontario Universities 1995-96. Volume I - Universities.
PUB DATE- Jan 97
NOTE- 308p.; For related documents, see HE 029 969-971.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Data Analysis; Data Collection; *Educational Finance; Enrollment; *Expenditures; Financial Support; Foreign Countries; Grants; Higher Education; Income; Operating Expenses; Resource Allocation; School Accounting; *School Funds; State Aid; State Government; Tables (Data); Universities
IDENTIFIERS- *Ontario

This report provides 1995-96 financial information on 21 degree granting universities and related institutions which receive grants from the provincial government of Ontario, Canada. The report first explains the general guidelines and reporting requirements used in compiling the information; the principles of fund accounting involved; and the definitions of the types of funds, revenue sources, operating expenses and the various objects of expense. Tables of data are presented with summary information for all institutions including: (1) combined revenues and expenses and changes in fund balances; (2) revenue and additions by source and type of fund; (3) expenses (all expendable funds) by object and type of fund; (4) actual operating expenses by object and functional area; (5) general funds changes in appropriated fund balances; and (6) enrollment and basic income units in 1995-96. Other tables present percentage analyses of the reported revenues and expenses. Financial data for the following individual schools are provided: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnic University, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (JLS)

ED 404 953 HE 029 969

Financial Report of Ontario Universities 1995-96. Volume II - Affiliated and Federated Colleges and Universities.
PUB DATE- Jan 97
NOTE- 278p.; For related documents, see HE 029 968-971.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Church Related Colleges; Data Analysis; Data Collection; *Educational Finance; Enrollment; *Expenditures;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *College Administration; College School Cooperation; Consortia; Distance Education; Educational Planning; Grants; Higher Education; *Institutional Cooperation; *Intercollegiate Cooperation; Nontraditional Education; *Partnerships in Education; School Business Relationship; School Space; *Shared Facilities; *Shared Resources and Services; Staff Utilization; Transfer Programs
IDENTIFIERS- *Maryland

This report, prepared at the request of an informal Maryland higher education workgroup called "A United Voice for Higher Education," is a summary of various campus collaborative activities. Activities were grouped in the following categories: academic, including joint degree programs, articulation programs, and distance learning partnerships; shared centers and facilities; shared administrative activities; grant-funded projects; K-12 partnership programs; and business and government training programs. Reports were received from 18 community colleges, including: Allegany, Anne Arundel, Baltimore City, Carroll, Catonville, Cecil, Charles County, Chesapeake, Dundalk, Essex, Frederick, Garrett, Hagerstown, Harford, Howard, Montgomery, Prince George's, and Wor-Wic. Reports from 13 four year-public institutions include: Bowie State University, Coppin State College, Frostburg State University, Salisbury State University, Towson State University, University of Baltimore, University of Maryland at Baltimore, University of Maryland Baltimore County, University of Maryland College Park, University of Maryland Eastern Shore, University of Maryland University College, Morgan State University, and St. Mary's College of Maryland. Also included are data from nine independent institutions: Capitol College, Goucher College, Hood College, Johns Hopkins University, Loyola College, Mount St. Mary's College, College of Notre Dame, Villa Julie College, and Washington College; and three private career schools: Arundel Institute of Technology, Broadcasting Institute of Maryland, and Medix School. (CH)

ED 404 971 HE 030 014

A Study of Remedial Education at Maryland Public Campuses.
PUB DATE- May 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; College Preparation; Community Colleges; Compensatory Education; *Developmental Studies Programs; Higher Education; *High Risk Students; *Public Colleges; *Remedial Instruction; State Colleges; State Surveys; State Universities; *Student Needs; Two Year Colleges
IDENTIFIERS- *Maryland

This report details results of a Maryland statewide survey of remedial education at public colleges and universities for students enrolled in the 1994-95 academic year. The study included an examination of the number and type of students who required remediation, the policies and standards used to determine student placement, the success of remedial students, evaluation of remedial programs, staffing for remedial courses, costs, and the sources of funding. More than 46,000 under-prepared students (49 percent), including new freshmen, students often confused (or blurred) brand names with the action associated with them; in addition, real commercials were confused with "public service announcements." Replaying commercials was the most common way that ads affected children's behavior. Replays of commercials can also appear in objects that students complete in art class. Overall, the way that students watched the commercials indicated that the image supersedes both the word and the object; students need to know that the layers of imagery in commercials are just representations of reality. (AEF)

ED 404 989 IR 018 282

Patrick, Sondra K.; And Others
Meaning and Media: Understanding the Relationship.
PUB DATE- Jan 96
NOTE- 17p.; Paper presented at the Conference on Qualitative Research in Education (1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; College Students; Computer Uses in Education; Context Effect; *Discourse Modes; Educational Media; Focus Groups; Higher Education; *Information Dissemination; Information Technology; *Media Selection; Problems; *Research Reports; Slides; Videotape Recordings; Writing (Composition)
IDENTIFIERS- George Mason University VA; *Impact Evaluation

Through a series of focus group interviews, 63 students at George Mason University (Virginia) related their academic and student life experiences. The goal of the researchers was to find a means of reporting the findings in a way that retained the integrity of the contextual data (student voices) and maximized audience impact. Three ways of reporting the findings were explored: written report; slide show with or without video inserts; and video. The two basic advantages to reporting via written text were that it maximized the use of the transcribed data and increased the usefulness of the data since there were no technical constraints except degrees of word processing proficiency. The main disadvantage was the written report's minimal degree of impact. Reporting research findings using a slide show presentation had three main advantages: (1) information can be organized and disseminated quickly through a bullet format; (2) major points can be highlighted easily and quickly; and (3) video clips can be incorporated with contextual data. The disadvantages are that bullets alone lose the richness of the written text and the contextual data, and that video clips need large amounts of computer memory. One of the major advantages of the video format is that a researcher can maximize the impact of findings by reaching a larger audience more quickly; in addition, text can be connected to a speaker. However, video reporting is very time consuming; the most salient disadvantage is that technology often increases the potential for altering the message. (AEF)

ED 404 990 IR 018 283

Block, Karen K.
Myself as Website: An Evaluation.
PUB DATE- Feb 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English

Force; and a list of members of the NLE Task Force. (AEF)

ED 405 008 IR 056 330

Library Advocacy Now! Library Advocate's Handbook. Videotape.
PUB DATE- 96
NOTE- Running time: 23 minutes. Comes with companion printed booklet entitled "Library Advocates Handbook."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Access to Information; *Advocacy; Agenda Setting; Citizen Participation; *Libraries; Library Administrators; Library Associations; *Library Funding; Library Planning; Library Policy; Library Services; Mass Media; Political Campaigns; *Political Issues; *Social Action; Users (Information); Videotape Recordings; Voting
IDENTIFIERS- Public Awareness

Libraries are one of the world's greatest assets. Changes in the political, social, and economic climate in the U.S. mean that people cannot take public access to information for granted. Intense competition for public, private, and institutional dollars makes it more crucial than ever that policymakers understand that libraries--public, school, academic, local, state, and national--provide essential services in the information age. Librarians, library staff members, board members, trustees, and library friends must all be library advocates. This videotape shows how to be a library advocate, covering the following topics: how to build an effective advocacy network; mounting a public awareness campaign; how to develop a message worth repeating and be an effective spokesperson; tips for dealing with the media; making contacts with legislators and being an effective legislative advocate; and keeping in touch with the community. The "Library Advocate's Handbook" accompanies the video and provides complementary information; it is referred to in the video. The handbook is designed for use in Library Advocacy Now! workshops, but can also be used independently. The handbook also contains a library advocate's checklist. (Author/SWC)

ED 405 009 IR 056 332

Turner, Anne M.
Getting Political: An Action Guide for Librarians and Library Supporters.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Case Studies; Community Action; Fund Raising; Librarian Attitudes; Libraries; *Library Administration; Library Administrators; Library Associations; *Library Funding; Library Personnel; *Library Planning; Library Services; Mass Media; Political Issues; Political Power; *Politics; *Power Structure; Public Opinion; Social Action; Strategic Planning; Users (Information)
IDENTIFIERS- *Action Plans; Coalitions; Public Awareness

In order to meet today's financial challenges, libraries must be ready, willing, and able to enter the arena of politics and compete for scarce public funding. This book offers librarians, psychology and a description of field research in comparative psychology. The instructor then leads a guided discussion of the texts, focusing on research-related topics illustrated by the readings, such as what determines the investigators' choice of topic area and initial research questions to address. Students are then expected to generate ideas and formulate operative definitions. Specific research designs and methodology are then discussed, providing students with an opportunity to generate research method topics and show how they apply to the text. By presenting biographical summaries of the authors and introducing unpredictable problems they experienced during research, the readings help students relate to the research efforts and to the idea of research. An evaluation of the course conducted with students enrolled in the fall 1995 section confirmed that the course readings and discussions helped students gain a new perspective on research. (TGI)

ED 405 026 JC 970 132

Rah, Ki-Young; Scuello, Michael
Computer Aided Statistics Instruction Protocol (CASIP) Restructuring Undergraduate Statistics in Psychology: An Integration of Computers into Instruction and Evaluation.
PUB DATE- Mar 96
NOTE- 9p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128. Figures contain very small filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Course Descriptions; *Course Objectives; *Curriculum Development; Higher Education; Instructional Innovation; *Psychology; *Statistics; Teaching Methods
IDENTIFIERS- City University of New York Brooklyn College

As a result of the development of two computer statistics laboratories in the psychology department at New York's Brooklyn College, a project was undertaken to develop and implement computer program modules in undergraduate and graduate statistics courses. Rather than use the technology to merely make course presentations more exciting, the project undertook to redesign course formats entirely. The computer program modules are designed to minimize hand calculations, allowing students to spend more time mastering concepts, and to allow instructors to utilize a mastery style evaluation of the students' performance. In addition, the modules respond to students' requests for more examples by providing them with randomly generated problems and allow students to take exams as many times as they want. On-line student monitoring informs instructors of students' performance and provides students with immediate feedback on exams. Advantages of using the computer-based protocol include that it is highly flexible, gives instructors more time to provide students with individualized attention, and promotes active learning by allowing students to use the programs at their own pace and time. Disadvantages include the lack of sophistication in both generating test questions and grading and overcoming students' computer phobia. Includes sample module screen-shots. (TGI)

ED 405 027 JC 970 133

service-learning modules that are independent from courses. For each practice, a contact person, organizational address, and electronic mail address are provided. Finally, five resources are presented for raising funds. (HAA)

ED 405 044 JC 970 163

Keating, John; And Others
Alternative Delivery Systems for Introductory Algebra.
PUB DATE- 14 Nov 96
NOTE- 8p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (Long Beach, CA, November 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; Community Colleges; Comparative Analysis; Conventional Instruction; Course Evaluation; Instructional Effectiveness; *Mathematics Curriculum; *Mathematics Instruction; *Nontraditional Education; Program Effectiveness; Student Characteristics; Two Year Colleges
IDENTIFIERS- Massasoit Community College MA

Since 1988, Massachusetts' Massasoit Community College has offered two alternative introductory algebra courses for students receiving low scores on mathematics admission tests. One alternative course provides 5 hours of instruction per week, rather than the 3 hours per week in the traditional course, while the other segments the traditional course syllabus into three 1-credit units taught by separate teachers. A study was undertaken to gather data on the characteristics of students taking alternative courses since 1990 and to compare outcomes for students in alternative and traditional courses. The study sample consisted of 436 students taking the traditional course in 1993 (Group 1), 360 students who completed the segmented modules since 1990 (Group 2), and 212 students who completed the 5-hour-per-week course since 1990 (Group 3). Study findings included the following: (1) in general, Group 2 students were less likely to fail and more likely to pass the introductory algebra course than either Group 1 or Group 3 students; (2) 223 of the Group 2 students passed and 53 failed, while 237 passed and 134 failed from Group 1 and 87 passed and 65 failed from Group 3; and (3) Group 2 students did, however, have a higher mean grade point average for all coursework (2.27) than both Group 1 students (2.26) and Group 3 students (1.91). (HAA)

ED 405 045 JC 970 165

Pickeral, Terry, Ed.; Peters, Karen, Ed.
Campus Community Collaborations: Examples and Resources for Community Colleges.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- Sep 96
NOTE- 105p.; Based upon work supported by the Learn and Serve America: Higher Education program of the Corporation for National Service; for related reports, see JC 970 162 and JC 970 166-167.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; *Curriculum Enrichment; *Educational Strategies;

time degree-seeking students based on their verbal and mathematics entry-level placement scores. Results include the following: (1) fewer than 30% of students scoring at the lowest level on the mathematics placement test completed college preparatory after 3 years, regardless of their score on the verbal sections of the placement test; (2) in contrast, 40% to 52% of the students who scored below college-level on both verbal subtests but were not deficient in mathematics completed college preparatory within 3 years; (3) students who tested below college-level on one verbal subtest and in mathematics, but not at the lowest level, had a college preparatory completion rate of 37%; (4) students who tested below college-level on both verbal subtests and at the lowest level in mathematics had a completion rate of only 6%; (5) students who tested below college-level in only one area had a 70% likelihood of completing preparatory coursework, as long as that area was not mathematics; and (6) students who tested below college-level in the area of mathematics only had a 50% likelihood of completing preparatory work. (HAA)

ED 405 063 JC 970 224

Baldwin, Anne
High School Draw: Direct Entry Enrollment of Dade County Public High School Graduates--Annual Report Year Data 1991-92 through 1995-96. Research Report No. 96-03R.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Bound Students; *College Choice; Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; Enrollment Trends; Ethnic Groups; *High School Graduates; High Schools; Two Year Colleges
IDENTIFIERS- Dade County Public Schools FL; Miami Dade Community College FL

For a number of years, analyses have been conducted each fall term to determine changes in the draw of high school graduates to Florida's Miami-Dade Community College (MDCC) from the Dade County Public Schools (DCPS). Findings of the fall term 1995 study, including comparisons to data from studies conducted over the past 5 years, include the following: (1) in 1995-96, there were 13,831 prior year high school graduates from DCPS, with 5,568 of these enrolled at MDCC; (2) 26% of White non-Hispanic graduates, 31% of Black non-Hispanics, and 50% of Hispanics were enrolled at the college in fall 1995; (3) while the number of DCPS high school graduates increased 7.7% from 1991-92 to 1995-96, the number who enrolled at MDCC decreased

graduates decreased by 20% over the 5-year period, while the number enrolling at MDCC decreased a dramatic 37%; (5) the number of Black non-Hispanic graduates increased 7% over the period, while the percent draw to MDCC remained stable at 31% to 35%; (6) over the 5 years, Hispanic high school graduates increased 23%, but the number enrolled at the college increased less than 2%; and (7) 9 out of 25 DCPS schools had increases in the number of high school graduates enrolled at MDCC. Results by MDCC's North, Kendall, Wolfstead, and Homestead campuses are included. (HAA)

ED 405 064 JC 970 225

present stage of development and appropriate challenge to move on to the next level. Third, change is preceded and followed by periods of disequilibrium, and stabilization marks the new stage of development. Fourth, teaching adults and children new skills to support lifelong learning is a major goal of Even Start programs. The paper then provides guidance on managing transitions into Even Start, within Even Start, into school, and into the community. Specific methods for planning for transitions, supporting transitions, and developing staff are addressed. (Contains 10 references.) (SD)

ED 405 081   PS 024 790

Weinstein-Shr, Gail
Adult Education: Profiles in Diversity and Strength.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 15p.; For related documents, see PS 023 877-878 and PS 024 787 and 789.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; *Adult Education; Adult Learning; *Adult Literacy; Adult Programs; *Adult Students; Age Differences; Cultural Context; Cultural Differences; *Cultural Influences; *Individual Differences; Language Skills; Learner Controlled Instruction; Literacy; Literacy Education; Multicultural Education; Program Content; Program Design; Program Development; Program Improvement
IDENTIFIERS- Cultural Sensitivity; *Even Start

Even Start is a family literacy and support program for families with young children. This paper identifies several characteristics of adult learners in order to suggest effective approaches for working with adults to improve literacy skills. The first section presents five case studies illustrating adults with different histories, circumstances, and motivations for improving language and literacy skills. The second section argues that adult learners are diverse in the areas of age, learning abilities and challenges, and culture, which requires adult educators to create opportunities that will be meaningful for different adult learners. The third section proposes that despite much diversity, there are also shared characteristics, including experience, managing changing environments, and parenthood. Meaningful curricula should therefore include real-world, task-oriented transactions and work that reflects values, behavior, and beliefs. The fourth section discusses developing literacy and strengthening families by: (1) addressing the needs of adults through learner-guided curriculum; (2) using experience and existing knowledge to construct new knowledge; (3) creating channels for sharing knowledge between generations, and; (4) creating a sense of community between learners. The final section addresses implications for practice of those points raised in the fourth section. This section provides specific questions that will lead practitioners and educators of adults into successful program development and planning. (Contains 24 references.) (SD)

ED 405 082   PS 024 929

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Product Evaluation Report, 1995-96.

Oaks College," (Mary Beth Lakin); (4) "Reflections on Play: Learning from Student Teacher Placements," (Richard Feldman); and (5) "Constructing Knowledge about Play: Case Method and Teacher Education," (Amelia Klein). Section 2 describes cultural experiences to understand how play is regarded and supported from within various cultures. Chapters are: (1) "Endangered Play, Endangered Development: A Constructivist View of the Role of Play in Development and Learning" (Diane E. Levin); (2) "The Role of Play in the Acculturation Process" (Renatta M. Cooper); and (3) "'They Can't Even Play Right!': Cultural Myopia in the Analysis of Play--Cultural Perspectives on Human Development" (Terry Meier and Peter Murrell). Section 3 encourages expanded explanations of children's play to advocate more effectively for children. Chapters are: (1) "On-the-Job Training: Children's Play and Work" (Vicki Bartolini); (2) "The Role of Play in Inclusive Early Childhood Settings" (Catherine Marchant and Cheryl Render Brown); and (3) "Implementing Play in Hospitals: Values and Viewpoints" (Joan Fernbach Kingson and others). (The bibliography contains approximately 150 references.) (KDFB)

ED 405 099   PS 025 051

McLane, Joan B.; And Others
Play in Early Childhood Development and Education: Issues and Questions.
PUB DATE- 96
NOTE- 10p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Cognitive Development; Cultural Influences; *Early Childhood Education; Higher Education; Knowledge Level; Literacy; Pilot Projects; *Play; Qualitative Research; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Play Learning

This pilot study examined attitudes toward play and how play is facilitated among early childhood teachers, administrators, and college educators. Classroom observations, interviews, and questionnaires were used to identify attitudes toward the value and relevance of play for early childhood development and education, respondents' knowledge base on play theory and research, prevailing views on the relationship between play and cognitive and literacy development, the way play is incorporated into programs for young children, and the relationship between socioeconomic status, culture, education, and ethnicity with attitudes toward play. Initial findings indicated that almost all the respondents valued play for young children but differed in their definitions of play, its developmental and educational consequences, whether play was considered an essential preschool educational component, and what the teachers' role should be in children's play. Teachers' attitudes toward play seemed to stem from their professional training, their work with children, and their own childhood experiences, which reflected their own ethnic and cultural group membership. There appeared to be gaps between current research and academic thinking about play and current practice in the field, especially with respect to the relationship between play and the development of symbolic, abstract thinking and literacy. Overall, findings suggested that early childhood professionals held a range of perspectives on play reflecting differences in knowledge, values, beliefs, and practices, which

Papers/Essays (120)
DESCRIPTORS- Beliefs; Child Development; Children; Classification; *Cognitive Development; Cognitive Structures; Comparative Analysis; *Concept Formation; Epistemology; Infants; Knowledge Level; Language Acquisition; *Learning Processes; *Learning Theories; Models; *Thinking Skills
IDENTIFIERS- *Knowledge Acquisition; *Knowledge Restructuring; Knowledge Utilization; Mental Representation; Philosophical Influences

This book articulates and defends the "theory theory" of cognitive and semantic development: the idea that very young children just beginning to talk are engaged in profound restructurings of several domains of their knowledge. These restructurings are analogous to theory changes. The children's early semantic development is closely tied to these theory changes. The relation goes in both directions. The children's cognitive concerns shape and motivate their use of early words. At the same time, attention to the linguistic system itself may reshape their cognition. The first part of the book examines the plausibility of the ideas presented in the book. The second part applies the theory to the specific case of cognitive and semantic development, sketching a tentative account of the successions of theories and theory changes in three important domains--the understanding of appearances, the understanding of actions, and the understanding of kinds--from birth to about age three. The third part of the book examines the implications of the theory for broader questions about language and thought. Finally, the last chapter concentrates on some of the consequences of these views for more general accounts of cognition and meaning in cognitive science and philosophy. Contains over 400 references. (AA)

ED 405 118 PS 025 104

Levine, Suzanne Sosna
The Child Development Program: Preventing and Remediating Learning Problems (with Appendix).
PUB DATE- 97
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; Classroom Techniques; *Cognitive Development; Early Childhood Education; Elementary Education; *Instructional Design; Instructional Effectiveness; Intervention; Kindergarten Children; Learning Modules; *Learning Problems; Optometry; *Perceptual Motor Learning; Prevention; *Remedial Instruction; Tactual Perception; Teaching Methods; Teaching Models; Training Methods; Visual Perception
IDENTIFIERS- Cognitively Oriented Curriculum Model; Developmentally Appropriate Programs

The Child Development Program at John Adams School in North Brunswick, New Jersey, was designed to be an immediate intervention for children with learning problems in the early elementary grades. This two-volume guide describes the work done in the program and how the program can be replicated. The first book details characteristics of the program. Chapters 1 and 2 discuss the preventive aspect of the program, as well as some of the developmental efforts undertaken with specific individuals at the Kindergarten level. Chapter 3 describes work done in grade one in the areas of reading, printing, and societal trends: (1) increasingly unsafe neighborhoods, especially evident in the United States, where guns are increasingly available to children who experience and witness violence and whose parents keep them away from playgrounds and neighborhood streets for their protection; (2) family realignment and adjustment, especially an increase of single parent families and families in which both parents work full time and latch-key children are restricted from play for their protection; (3) increased sedentary lifestyle in which television viewing occupies more of children's time than any other single activity and there is increased electronic game and computer activity and decreased playtime; (4) school curricula with less time devoted to play and more time to academic competition and the task orientation of after-school activities; and (5) increasing safety and decreasing play value, the need to strike a balance between meeting safety regulations and providing children with risk-taking and challenging activities. The challenge for adults is to provide children with places to be children and to do childlike things. (KDFB)

ED 405 136   PS 025 149

deMause, Lloyd, Ed.
The History of Childhood. The Master Work Series. First Softcover Edition.
PUB DATE- 95
NOTE- 450p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Child Caregivers; *Child Rearing; *Children; Cultural Influences; Family History; Foreign Countries; Infant Care; *Parent Child Relationship; Social History
IDENTIFIERS- England; France; *Historical Background; Italy; Russia; United States

The history of childhood is of major importance to any study of human society. This book reviews systematically the attitudes and practices of parents toward their children in different Western cultures and time periods. The chapters of the book are: (1) "The Evolution of Childhood" (Lloyd deMause); (2) "Barbarism and Religion: Late Roman and Early Medieval Childhood" (Richard B. Lyman, Jr.); (3) "Survivors and Surrogates: Children and Parents from the Ninth to the Thirteenth Centuries" (Mary Martin McLaughlin); (4) "The Middle-Class Child in Urban Italy, Fourteenth to Early Sixteenth Century" (James Bruce Ross); (5) The Child as Beginning and End: Fifteenth and Sixteenth Century English Childhood" (M. J. Tucker); (6) "Nature versus Nature: Patterns and Trends in Seventeenth-Century French Child-Rearing" (Elizabeth Wirth Marvick); (7) "Child-Rearing in Seventeenth-Century England and America" (Joseph E. Illick); (8) "A Period of Ambivalence: Eighteenth-Century American Childhood" (John F. Walzer); (9) "'That Enemy Is the Baby': Childhood in Imperial Russia" (Patrick P. Dunn); and (10) "Home as a Nest: Middle Class Childhood in Nineteenth-Century Europe" (Priscilla Robertson). Each article contains references. (HTH)

ED 405 137   PS 025 150

Kansas Kids Count Data Book, 1997. A Project of Kansas Action for Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97

This monograph draws on case studies of school-community partnership projects in four rural southeastern school districts in order to elaborate a thorough description of school contextual factors in the rural Southeast. In 1986, Appalachia Educational Labaoratory (AEL), one of nine federally funded research and development laboratories, received funding as part of a "rural initiative" to address economic decline and educational opportunities in rural areas. The following year, AEL implemented demonstration projects in Braxton County (West Virginia), Charlotte County (Virginia), and two Tennessee and Kentucky counties identified by pseudonyms. The goal of the 2-year project was to help rural schools and communities identify problem areas for school improvement and to analyze community and economic factors contributing to economic decline. Chapter 1 describes methodologies, focal concerns, and project implementation. Chapters 2-5 present the four case studies, focusing on community and school leadership dynamics and providing a historical analysis of each county's economic, political, and sociological context. The last chapter expands on the general theme that previous and current social, economic, and political conditions surrounding rural schools affect present educational conditions and school improvement strategies and practices. This chapter also describes recent (1990) dynamics in each county and assesses school improvement practices implemented by AEL. Contains references and author and subject indexes. (LP)

ED 405 153 RC 020 931

Fowler, LaDonna; And Others
American Indian Approaches to Disability Policy: Establishing Legal Protections for Tribal Members with Disabilities: Five Case Studies.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 96
NOTE- 84p.; Diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indian Reservations; American Indians; Case Studies; *Cultural Influences; *Disabilities; Disability Discrimination; Federal Indian Relationship; Focus Groups; Models; *Needs Assessment; *Policy Formation; *Tribal Government; Tribes
IDENTIFIERS- Americans with Disabilities Act 1990

This report presents case studies of five American Indian tribes that employed the Tribal Disability Actualization Process for considering disability legislative and policy issues. The first section reviews the history of the relationship between Indian nations and the United States, and addresses the demography of disability among American Indians as well as cultural views of disability among tribes. The American Indian Disability Legislation (AIDL) Project aimed to create a process for tribes to use in developing disability legislation that is consistent with the principles established by the Americans with Disabilities Act, but also respects tribal sovereignty and cultural diversity. The Tribal Disability Actualization Process includes identifying and developing key leadership contacts, seeking tribal authorization, holding cultural discussions and focus groups, and developing and implementing policy recommendations. Case studies of the Flathead Reservation (Montana), Navajo Reservation (Arizona), Pine Ridge Reservation (South Dakota), Fort Peck Reservation (Montana), and the Nez

Coordination of Funds and Programs. IDRA Focus.
PUB DATE- Mar 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Coordination; *Educational Equity (Finance); Educational Planning; Elementary Secondary Education; Equal Education; Equalization Aid; Federal Aid; *Federal Programs; Property Taxes; *School Activities; School Effectiveness; *School Funds; School Restructuring; *School Taxes; State Aid
IDENTIFIERS- Improving Americas Schools Act 1994; *Texas

This theme issue newsletter includes five articles on the theme of the coordinated, efficient, and equitable use of funds in educational programming. "A Successful Coordination of Funds and Programs Approach: Four Dimensions of the School Restructuring Process" (Abelardo Villarreal, Oanh H. Maroney) examines the interrelatedness of four dimensions of restructuring (goals, service integration, funding resourcefulness, and accountability) and how this affects school success in coordinating funding to achieve objectives. "Property Tax Relief, Tax Equity and Funding Equalization" (Albert Cortez) suggests that the proposed reduction in Texas property taxes would result in state aid being awarded disproportionately to wealthier school districts, and proposes alternative methods of tax relief. In "Redesigning Federal Programs To Strengthen Schools' Effectiveness" (Gerald N. Tirozzi), the assistant secretary for elementary and secondary education in the U.S. Department of Education comments on the 1994 Improving Americas Schools Act, which encourages integration of federal programs with one another and with state and local programs. "Coordinating Resources for Improved Achievement" (Joseph F. Johnson Jr.) examines new opportunities to coordinate funds and programs, especially for schoolwide programs funded by Title I. "School Finance Reform and Intra-District Equity: An Excerpt" (Jose A. Cardenas) (from the book "Texas School Finance Reform: An IDRA Perspective") suggests that although interdistrict inequities in Texas have diminished, the wide local discretion allowed in expediture of block grants may encourage growth of intradistrict inequities. Unrelated to the issue's theme, "Equal Access to Quality School Facilities" (Roy Johnson) discusses the relationship of student achievement to school environment in light of the deteriorating school facilities attended by many disadvantaged and minority students. Includes IDRA's "Children First" declaration, which deplores the Texas Supreme Court's decision that the state's funding system is "equal enough," and which outlines a more just position on educational finance. (SV)

ED 405 169   RC 020 979

Pavel, D. Michael; Curtin, Thomas R.
Characteristics of American Indian and Alaska Native Education: Results from the 1990-91 and 1993-94 Schools and Staffing Surveys.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 336p.; For the previous report in this series, see ED 381 338.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical

(5) Plant Magic; and (6) Soil, Air, and Water. Contains references and an index. (JRH)

ED 405 189 SE 059 715

Improving Student Achievement in Science. Based on the "Handbook of Research on Improving Student Achievement."
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Computer Assisted Instruction; Computer Simulation; Concept Formation; Concept Mapping; Cooperative Learning; Elementary Secondary Education; *Knowledge Base for Teaching; Laboratories; *Learning Processes; Learning Strategies; Problem Solving; Science and Society; *Science Education; Teaching Methods; Wait Time
IDENTIFIERS- Microcomputer Based Laboratories

This booklet summarizes the science chapter from the "Handbook of Research on Improving Student Achievement," a report sponsored by the Alliance for Curriculum Reform and also published by the Educational Research Service. The handbook is based on the idea that efforts to improve instruction must focus on the existing knowledge base on effective teaching and learning. The handbook gives school administrators and teachers a ready source of authoritative yet practitioner-based information about the research on effective teaching and learning. The practices identified in this booklet reflect a mixture of emerging strategies and practices in long-term use. Presented are a summary of the research supporting each practice, how this research might be applied in actual classroom practice, and a description of a list of the most important studies that support the practice. Practices discussed are: (1) Learning Cycle Approach; (2) Cooperative Learning; (3) Analogies; (4) Wait Time; (5) Concept Mapping; (6) Computer Simulations; (7) Microcomputer-Based Laboratories; (8) Systematic Approaches in Problem Solving; (9) Conceptual Understanding in Problem Solving; (10) Science-Technology-Society; (11) Real-Life Situations; and (12) Discrepant Events. Resources for additional study and discussion are listed. Contains 225 references. (PVD)

ED 405 190 SE 059 747

Webb, Norman L.
Determining Alignment of Expectations and Assessments in Mathematics and Science Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Jan 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Change; Elementary Secondary Education; *Evaluation; *Standards
IDENTIFIERS- Reform Efforts

Many states and school districts are making concerted efforts to boost student achievement in mathematics and science. This information brief is intended for those who seek to improve student learning by creating coherent systems of expectations and assessments in states and districts. Other potential audiences are those who study reform, make decisions about

Countries; *Interdisciplinary Approach; Junior High Schools; Middle Schools; *Portfolio Assessment; Portfolios (Background Materials); Professional Development; Reflective Teaching; Science Programs; Science Teachers; *Team Teaching
IDENTIFIERS- Australia

This paper explores questions about the ways in which students, teachers, administrators, and parents negotiate new sets of roles and expectations for schooling in the innovative climate of a new middle school. A new school in an Australian city has implemented a coordinated package of approaches including integrated curriculum, portfolio assessment, a team approach to teacher collaboration in curriculum development, and an ethos of caring and responsibility. The study that this paper was based on employs a narrative research methodology in order to understand the interplay of a large number of institutional, social, and personal factors acting in a complex situation. Also included is a discussion of the ways in which the research methodology contributed to the understandings developed by the researcher about his professional practice and that of his colleagues. Contains 20 references. (DDR)

ED 405 211 SE 059 799

Larson, Jane O.
Constructing Understandings of the Mole Concept: Interactions of Chemistry Text, Teacher and Learners.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Concept Formation; Constructivism (Learning); Educational Strategies; *Ethnography; Foreign Countries; Learning Strategies; *Participant Observation; Problem Solving; Science Curriculum; Science Instruction; Science Teachers; Secondary Education; Textbook Content; Vocabulary Skills
IDENTIFIERS- Japan; Mole (Chemical)

Due to its abstract, theoretical nature, the mole concept has been recognized as one of the most difficult topics to teach and learn within the chemistry curriculum. The purpose of this study was to chronicle the development of high school students' conceptions of the mole following a period of instruction in a chemistry class. This investigation is part of an ethnographic study of curriculum modulation that documents class activities through participant observation. An analysis of the chemistry textbook's presentation of the mole concept and a comparison to the teachers' instructional techniques are discussed. Students' understandings of the mole concept are examined in relation to the textbook presentation and teacher influences. The findings indicate that students may fail to construct meaningful understandings of the mole concept for the following reasons: (1) inconsistency between the instructional approaches of the textbook and teacher; 2) confusing mole concept vocabulary; (3) students' math anxiety and proportional reasoning ability; (4) learners' cognitive levels; and (5) lack of practice in problem solving. (Author/DDR)

ED 405 212 SE 059 801

Adams, Paul E.; Krockover, Gerald H.

NOTE- 442p.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Behavior; *Bilingual Education; Concept Formation; Curriculum Development; Elementary Education; Environmental Education; Exercise; Health Education; *Individual Development; *Interdisciplinary Approach; Nutrition; *Physical Health; *Social Studies; Teaching Guides; *Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correlate to the concepts of identity, needs, and interaction. The Introductory Level is designed for pre-kindergarten and kindergarten children. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Physical Needs," develops concepts pertaining to the importance of good hygiene, exercise, and nutrition. Unit 2, "Emotional Needs," develops the themes "People need love and respect" and "Love and respect are demonstrated in many ways." The third and final unit, "Environmental Needs," examines the role of living and nonliving things in the environment and their interrelationships. The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 231 SO 022 135

Social Studies: Level One--Needs. Teacher's Guide & Resource Book=Araling Panlipunan: Unang Antas--Pangangailangan. Ang Patnubay Ng Guro At Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 323p.; For related documents in the series, see SO 022 126-134.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Concept Formation; Curriculum Development; Environmental Education; Filipino Americans; Grade 1; Grade 2; Health Education; *Individual Development; *Interdisciplinary Approach; *Physical Health; Primary Education; Sensory Experience; Tagalog; Teaching Guides; *Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and alphabet) that can be used as an entire year's curriculum. Volume 1 features artists whose names begin with "A" through "M." Volume 2 covers artists whose names begin with "N" through "Z." Each section focuses on a different artist and includes a teacher's guide, an example of the artist's style of work, a letter form for student work, a sketch of the artist, a sheet for a student biography of the artist, a question/answer sheet, and an activity sheet. For each lesson, the teacher's guide is divided into five parts: (1) suggested media and grade level; (2) "Arts Integration"; (3) "Bulletin Board Ideas"; (4) "Contemporaries of the Artist"; and (5) a brief biography of the artist that is suitable to read to students. Activities are designed to encourage reflective thinking while students work in the style of the featured artist. The volumes conclude with seven appendices covering subjects for arts integration, time and birthplace line, art test or an intellectual activity, answers to the art test, a letter to parents, an answer key for the artist's biography, and resources for information about women artists. (DQE)

ED 405 249   SO 026 514

Watt, Michael G.
Selecting Curriculum Resources for Australian Schools: A Review and Analysis of Current Methods and Future Possibilities.
PUB DATE- 96
NOTE- 311p.; M.S. Project Report, University of Tasmania.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Curriculum Development; Curriculum Problems; Educational Resources; Elementary Secondary Education; Foreign Countries; *Instructional Materials
IDENTIFIERS- *Australia

This project examines past and present activities in curriculum planning affecting the Australian educational system, and the relationship of curriculum change to prospects for improving the selection of curriculum materials used in Australian schools by investigating current developments in curriculum reform and methods for selecting materials. The project focused on identifying key elements in the decision-making process for selecting materials in the context of curriculum reform by investigating: (1) the historical context for national collaboration in curriculum development in Australia; (2) the present context for developing a national curriculum framework in Australia; (3) the procedures used by state and territory education and accreditation agencies in Australia to select and evaluate curriculum materials; (4) the practices used in a nationwide sample of Australian schools to select materials and use information services; (5) research literature on procedures used in the United States for selecting materials, and by conducting a survey of state education agencies in the United States; (6) case studies of selection procedures used in the states of California, Florida, and Washington, and by Connie Muther & Associates; and (7) case studies of services used to exchange evaluative information on curriculum materials in the United States, United Kingdom, and Australia. The report concludes by presenting sets of recommendations to improve the match between the curriculum and the selection of materials, to improve the selection process, to increase involvement by publishers, to increase public involvement, to establish procedures for adopting and disseminating materials, and to

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Data Analysis; *Data Collection; Grade 2; Grade 3; Primary Education; Recreational Activities; *Social Studies
IDENTIFIERS- *Bicycles

This paper describes a project implemented in two classrooms at the University of Wyoming's College of Education laboratory school. Forty-four students in the second and third grade participated. The "In Search of Bicycles" project asked students to consider how technology is used and how it affects the environment. Students then began to identify the distinguishing features of mountain bikes and road bikes by using students' bikes for analysis. Classifying of the bicycles was done outside the classroom, followed by students creating bar charts to describe and summarize their data. New categories had to be added and identifying characteristics noted once again (e.g., "BMX racers," "banana bikes," and "dirt bikes"). Further investigation led to refinement of the data-collecting procedures and explanations as to the relative distribution of the various types of bikes. Data analysis was conducted relative to student age, social status, and income levels and in relation to the physical aspects of the local terrain and climate. Further extensions of the activity are suggested. (EH)

ED 405 271 SO 027 053

Haakenson, Paul; And Others
Global/Local Linkages: A Thematic K-12 Social Studies Curriculum.
PUB DATE- 95
NOTE- 83p.; Practicum Paper, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Research; Educational Strategies; Elementary Education; Global Education; *Social Studies; *Thematic Approach; Vertical Organization

This practicum paper presents a thematic K-12 social studies curriculum to meet an expressed need of social studies teachers of a school corporation to upgrade the teaching of social studies. The teachers wanted the subject to be more relevant to students' lives and to incorporate a more holistic approach. Content overview of the K-12 currriculum include: (1) Grades K-3: "Fundamentals of Social Stujies"; (2) Grade 4: "State History, Geography: Continuity and Change"; (3) Grade 5: "Issues Around Us"; (4) Grade 6: World Studies, Asia and Oceania"; (5) Grade 7: "World Studies, Europe and Africa"; (6) Grade 8: "World Studies, The Americas"; (7) Grades 9 and 10: "American Studies"; (8) Grade 11: "World Civilizations"; and (9) Grade 12: "Principles of American Democracy" (one semester) and "Social Action" (one semester). The six themes identified as the focus of study are resources, interdependence, adaptation, identity/culture, citizenship/social action, and conflict resolution. Includes recommendations for each grade level's course of study. (EH)

ED 405 272 SO 027 093

Davilla, Donna
Art K-12 Program/Evaluation Report, 1995-1996. Report Number 96-

Bennett, Linda; Jay, Jordan
Elementary Teacher Preparation with Multicultural Requirements.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Selection (Students); *Cultural Awareness; Cultural Pluralism; Curriculum Development; Educational Quality; Education Courses; Elementary Education; Ethnic Groups; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Required Courses; *Teacher Education Curriculum

The purpose of this study was to assess the multicultural perspective of elementary teacher education programs nationally. There were three objectives: research the inclusion of multicultural education into elementary teacher preparation programs, identify institutions that incorporate multicultural education into general education coursework requirements, and identify institutions that incorporate multicultural education into professional teacher education coursework requirements. In the fall of 1994, data were collected from 42 institutions accredited by the National Council for the Accreditation of Teacher Education (NCATE) with elementary education programs and a multicultural course requirement. Results showed that 19 institutions had multicultural education in the general education requirements, 5 institutions required a specific course in multicultural education, and 14 had a list of multicultural offerings from which a student was required to select a course. These were usually offered as history, geography, sociology, or anthropology. Of surveyed institutions with elementary teacher preparation programs, 24 had a multicultural education course in the professional teacher education requirements. Twenty of these institutions required a specific course, and four allowed options. It was concluded that when students can select courses, less standardization in learning and content is likely. Therefore, more specific guidelines are needed for optional multicultural courses that preservice teachers take in general education. When professional teacher education requires a designated course, the institution can assure that the students are provided with similar multicultural content. (JLS)

ED 405 295 SP 037 155

Dinham, Steve; Scott, Catherine
Teacher Satisfaction, Motivation and Health: Phase One of the Teacher 2000 Project.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Elementary Secondary Education; Foreign Countries; Public Schools; Public School Teachers; *Satisfaction; Surveys; Teacher Attitudes; *Teacher Burnout; *Teacher Morale; *Teacher Welfare; Teaching Conditions; Teaching Load
IDENTIFIERS- Australia (Sydney)

This paper describes the first phase of a study of teachers and school administrators in Western Sydney, Australia. A survey to

DESCRIPTORS- Cognitive Processes; College Students; *Critical Thinking; Higher Education; Pretests Posttests; *Skill Development; *Thinking Skills
IDENTIFIERS- Watson Glaser Critical Thinking Appraisal

The purpose of this study was to determine whether getting students involved in analyzing issues critically would help them develop effective critical thinking skills. The subjects were 113 students, ages 17-60 years, freshmen through seniors, enrolled in freshman level courses at a southwest state university. These students responded to the Watson-Glaser Critical Thinking Appraisal, Form A, at the beginning of a semester. Following the initial test, students received instruction in critical thinking skills and analyzed critical thinking examples. After 14 weeks, the students responded to the Watson-Glaser Critical Thinking Appraisal, Part B. Data were analyzed using the paired-t test for each of the five subtests and total scores. Results showed significantly higher critical thinking scores on two subtests (Interpretation and Evaluation of Arguments) and the total test. It appears that the students improved their skills in these specific areas and improved skills overall in critical thinking. (Contains 1 table and 16 references.) (JLS)

ED 405 314   SP 037 192

Hawkins, Charles H., Jr.
Lessons from the League: Relationship between Teacher Involvement and Sense of Efficacy.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Secondary Education; Public Schools; Public School Teachers; School Restructuring; *Self Efficacy; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Participation; Theory Practice Relationship
IDENTIFIERS- Georgia; *League of Professional Schools GA

The League of Professional Schools consists of 5 self-governing chapters in 3 states and has more than 100 member schools. For this study, a total of 1,379 teachers from 43 Georgia public schools (29 elementary, 7 middle and 7 high schools) were surveyed to determine their sense of efficacy about teaching effectiveness and their degree of participation in activities advocated by the League of Professional Schools, a school restructuring program to which their schools belonged. The four participation factors were school involvement, involving students, outside involvement, and action research. The two factors derived from the sense of efficacy instrument (Guskey and Passaro 1994) were the power of external forces and the power of teaching in affecting student achievement. Consistent with previous research, teachers' sense of efficacy was found to be lowest in high schools and highest in elementary schools. All participation factors except Action Research differed with school level, in line with sense of efficacy. Female teachers were found to have a higher sense of efficacy than their male counterparts but only in regard to belief in external factors as influencing student achievement. Participation factors of school involvement and student involvement varied significantly by gender while other participation factors did not. Participation generally increased with length of time in the League, but sense of efficacy was not related to time in the League. (Contains 43 references.) (JLS)

ED 405 333 SP 037 216

Doyle, Marie
Focusing on Children: Preservice Teachers Use Stories To Plan and Reflect on Teaching.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Field Experience Programs; Higher Education; *Lesson Plans; *Methods Courses; Partnerships in Education; Preservice Teacher Education; *Reflective Teaching; *Social Studies; Story Grammar; *Story Telling
IDENTIFIERS- Indiana University South Bend; Preservice Teachers

The preservice teachers who participated in this study were first semester seniors in a Social Studies Methods class. The study took place in the second year of a university/public school partnership program between the elementary education faculty at Indiana University South Bend and teachers at six schools within the South Bend Community School Corporation where education students participate in field placement classes. The traditional lesson plan was reframed as a story, in the hope that stories would provide a means for preservice teachers to interpret and reinterpret teaching events. It was also hoped that by using a story format to plan and reflect on teaching, students would create an image of instructional activities with children as the focus. Step one consists of writing a lesson plan containing the elements of setting, characters, and plot. Step two is the actual teaching of the lesson, using the predictive story as a framework for the who, what, and where of instruction. After the lesson, step three is rewriting the story and describing what actually happened, with the second story becoming a description of the instructional sequence. Analysis of the process showed that the story lesson plan seemed to help preservice teachers anticipate learners' responses, allowed preservice teachers to express their personal concerns about teaching the lesson, and helped them focus more on learners. (Contains 25 references.) (JLS)

ED 405 334 SP 037 217

Anderson, Brenda; Whitford, Ellen V.
Educational Reform in Hard Times: Forging a Collaborative Partnership in Teacher Training.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; *Educational Change; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; Masters Degrees; *Masters Programs; *Partnerships in Education; Preservice Teacher Education; Program Descriptions; Program Development; State Colleges; *Teacher Education Programs

in reading and mathematics and the state writing test. A statewide summary is presented for each grade and type of test, and the results for home-schooled students are included for the entire state, but not for districts. Reports in this format provide statistical data without interpretive text. (Contains nine tables.) (SLD)

ED 405 352 TM 026 134

Din, Feng S.
The Impact of Kentucky State Testing on Educational Practices in Kentucky Public Schools.
PUB DATE- Feb 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Cambridge, MA, February 19-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Practices; Elementary Secondary Education; *Principals; *Public Schools; Rural Schools; *State Programs; Teaching Methods; *Testing Programs; *Test Use; Urban Schools
IDENTIFIERS- Impact Evaluation; *Kentucky; Reform Efforts; Testing Effects

The impact of Kentucky state testing on educational practices in Kentucky public schools was investigated via a survey study. Randomly selected urban and nonurban teachers and principals (4 groups, N=180) throughout the state participated in the survey. Findings indicate that this state testing program has substantial impact on educational practices in Kentucky public schools, specifically on: (1) the selection of instructional objectives; (2) subject matters; (3) instructional content and strategies; (4) curriculum planning; (5) focus of learning content; (6) adoption of classroom testing approaches; (7) students' learning effort; (8) the content of teacher inservice training; and (9) teachers' and principals' work lives. The responses of the two teacher groups were correlated to each other, and so were those of the two principal groups. The findings also suggest that under the present statewide educational reform movement, a trend is forming for educational practices in Kentucky public schools. Educators in Kentucky are working hard to align their practices to the challenges related to state testing. An appendix contains the survey questionnaire. (Contains 3 tables and 40 references.) (Author/SLD)

ED 405 353 TM 026 135

Duhon, Karen; And Others
Evaluation of Complex Programs Using Participatory Evaluation.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancillary School Services; Cooperation; Elementary Secondary Education; *Evaluation Methods; High Risk Students; Hispanic Americans; Integrated Services; Models;

Religion; School Newspapers; *Universities
IDENTIFIERS- *Speech Codes

This book discusses freedom of speech issues affecting the college community, in light of "speech codes" imposed by some institutions, new electronic technology such as the Internet, and recent court decisions. Chapter 1 addresses campus speech codes, the advantages and disadvantages of such codes, and their conflict with the First Amendment of the U.S. Constitution. Chapter 2 discussion freedom of speech issues for college and university faculty. Chapter 3 discusses the problems posed by computer networks and the Internet in the regulation of speech and academic freedom, while Chapter 4 focuses on the sometimes explosive issue of off-campus speakers invited to speak on campuses. Chapter 5 examines legal challenges to expressive activity by student organizations, while Chapter 6 reviews the limits, if any, that institutions may set for regular student newspapers and underground publications. Chapters 7, 8, 9, and 10 address artistic freedom on campus, academic research and academic freedom, religious speech on the public campus, and free speech on the private campus, respectively. Includes a bibliographic essay. (MDM)

ED 404 913 HE 029 918

Ourselves as Students: Multicultural Voices in the Classroom.
PUB DATE- 96
NOTE- 147p.; Compiled and edited by the Broad Minds Collective.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *College Students; Cultural Influences; *Cultural Pluralism; Educational Attitudes; Essays; Higher Education; Racial Attitudes; Social Class; *Socioeconomic Influences; *Student Attitudes
IDENTIFIERS- *Diversity (Student); *Old Dominion University VA

Fifty-eight college students from widely diverse backgrounds at Old Dominion University in Norfolk, Virginia, discuss the impact of gender, race, social class, religion, nationality, age, sexual orientation, or disability on their educational experience. Short essays focus on what students studied, what they heard in class, how they were treated in the classroom, how they treated others, and what their level of comfort in the university was. The students also describe their own feelings toward the culturally diverse classroom and speculate about their own attitudes toward changes in the curriculum caused by multiculturalism. The essays are organized according to four themes: (1) cultural perceptions and assumptions, (2) belonging and alienation in the classroom, (3) making sense of one's life through education, and (4) the search for an education. Two appendixes provide a demographic profile of the university student body, a description of the essay assignment given to students, and a release form. (Contains 71 references.) (MDM)

ED 404 914 HE 029 919

Whitt, Elizabeth J., Ed.
College Student Affairs Administration. ASHE Reader Series.
PUB DATE- 97
NOTE- 557p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ancillary School Services; *College Administration;

Sophomore Persistence by Institutional Level, Control and Academic Selectivity"; "Fiscal Year 1996 State Budget Actions"; "Institutional Graduation Rates by Degree Level, Control and Academic Selectivity"; "Black Males in College or Behind Bars in the United States, 1980 to 1994"; "Earnings of Mid-Career Bachelor's Degree Holders by Major Field of Study in 1993"; "Children, Family Income and College Affordability"; "Public and Private Institutional Charges at Different Levels of Family Income, 1970 to 1994"; "Family Income by Educational Attainment of Householder, 1956 to 1994"; "College Affordability Concerns of College Freshmen Greatest in 30 Years"; "Academic Preparation for College by Gender, Race/Ethnicity and Family Income"; "College Freshmen Numbers Up but Reasons Differ from Past Growth Sources"; "Voting Rates by Educational Attainment"; "Chance for College by Age 19 by State in 1994"; "Federal Income Taxes Paid by College Educated Taxpayers, 1970 to 1994"; "Trends and Patterns in Interstate Migration Of College Freshmen"; "Freshmen Enrolling in College Farther from Home"; "Fiscal Year 1997 State Appropriations for Higher Education: A Year to Cherish"; "High School Grades of College Freshmen: Who Gets What Grades?"; "Pell Grant Program Participation"; "Clinton's Tuition Tax Breaks: Bad Tax Policy, Worse Education Policy"; "Political Engagement of College Students, 1966 to 1995"; "Family Income by Educational Attainment of Householder, 1956 to 1995"; "State Tax Fund Appropriations for Higher Education for Fiscal Year 1997 (and Beyond)"; "Institutional Graduation Rates by Pre-College Academic Records"; "The Story Told by the National Income and Product Accounts"; "Federal, State, Private and Institutional Financial Aid by State, 1994-95." (CH)

ED 404 933 HE 029 948

Tucker, Bill; And Others
What Is Reflection? Process Evaluation in Three Disciplines.
PUB DATE- Oct 96
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Integrative Studies (18th, Ypsilanti, MI, October 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *College Instruction; *Communications; Courses; *English Instruction; Higher Education; *Hospitality Occupations; *Service Learning; Student Development; Teaching Methods
IDENTIFIERS- *Reflective Thinking

This paper discusses the use of reflective learning in service-learning projects in three different undergraduate courses. In a small group communications course, groups of five or six students were assigned to work with a non-profit agency to assist them in solving a problem. The students reflected on their group meetings in journals and wrote final progress reports in which they reflected on what they had learned about small group communication. A course on teaching English in the secondary schools had students write reflections on their work as tutors to at-risk middle school students. In a hospitality management course, pairs of students were assigned to a food rescue program that gathered unused perishable food from restaurants and markets. Students were to identify an operational weakness in the program, pose solutions, and reflect on their experiences in regard to professional

Foreign Countries; Grants; Higher Education; Income; *Operating Expenses; Resource Allocation; School Accounting; School Funds; State Aid; State Government; Tables (Data)
IDENTIFIERS- Canada; *Ontario

This report provides financial information for 1995-96 on 22 church-related, federated, or affiliated colleges, universities or seminaries which receive grants from the provincial government of Ontario, Canada. Data summary tables focus on the following categories: (1) combined revenues and expenses and changes in fund balances; (2) revenue and additions by source and type of fund; (3) expenses (all expendable funds) by object and type of fund; (4) actual operating expenses by object and functional area; and (5) general funds changes in appropriated fund balances; and for 1991-92 to 1995-96 (6) percentage analysis of revenues by source and type of fund; (7) percentage of total expenses by object of expense and functional area. Financial data for the following individual schools are provided: Huntington University, University of Sudbury, Thorneloe University, McMaster Divinity College, Universite Saint Paul, Queen's Theological College, Knox College, Regis College, St. Augustine's Seminary, University of St. Michael's College, University of Trinity College, Victoria University, Wycliffe College, Conrad Grebel College, Renison College, University of St. Jerome's College, St. Paul's United College, Brescia College, Huron College, King's College & St. Peter's Seminary, Waterloo Lutheran Seminary, and Dominicain College. The document consists of statistical tables. (JLS)

ED 404 954 HE 029 970

Financial Report of Ontario Universities 1995-96. Supplementary Volume.
PUB DATE- Jan 97
NOTE- 366p.; For related documents, see HE 029 968-971.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Contracts; Demography; *Educational Facilities; Educational Finance; Foreign Countries; Fringe Benefits; Grants; Higher Education; *Income; Operating Expenses; *Public Colleges; State Universities; Tables (Data)
IDENTIFIERS- Canada; *Ontario

This supplementary volume has been compiled from submissions prepared by each of the provincially assisted universities and federated and affiliated colleges of Ontario (Canada). This supplementary volume provides data on sources of revenue, including grants from the federal (Canada) government and donations from corporations, foundations, individuals, and other non-government sources. Data are provided for expenses, including the cost to the universities of employee benefits paid out of operating funds; equipment and furniture purchase, rental and maintenance expenses for computing and general types of equipment; and various miscellaneous expenses incurred, including travel costs. Tables include federal government grants and contracts, donations by source and type, non-governmental grants and contracts by source and type, miscellaneous revenue, actual employee benefits operating expenses including pension, group life insurance, long term disability, dental and health, workers' compensation, unemployment insurance and tuition remission, analysis of equipment and furniture, and miscellaneous expenses including travel and moving, space rental, professional fees, insurance, institutional membership fees, recruitment (staff and faculty), advertising, staff development, convocation, and other.

returning prepared students (49 percent), including new freshmen, returning adults and transfers were enrolled during the 1994-95 academic year. Nearly 90 percent of these students attended a community college. Students who received remediation trailed other students in their grade point averages and the greater the amount of remediation required by community college students, the lower their four-year success rate. More than three-fourths of African-American students enrolled at community colleges obtained remedial help as did over 40 percent of African Americans enrolled at four-year campuses. Maryland's public campuses employed 381 full-time and 758 part-time faculty who taught at least one remedial course or program during the 1994-95 academic year. In FY 1995 $17.6 million was spent on remedial courses and activities, representing 1.2 percent of total expenditures. Twenty-three tables detail survey findings for each community college and public four-year institution in the survey. The survey questionnaire is appended. (JLS)

ED 404 972 HE 030 015

Enrollment Projections, 1996-2005, Maryland Public Colleges and Universities.
PUB DATE- Jun 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Planning; Decision Making; *Educational Demand; *Enrollment Projections; Enrollment Trends; Environmental Scanning; Higher Education; Prediction; *Public Colleges; State Colleges; State Schools; State Universities; Statewide Planning; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- *Maryland

This report details enrollment projections for the public colleges and universities in Maryland through the year 2005. There are headcount projections for each higher education institution, with breakdowns by full- and part-time undergraduates and, as applicable, full- and part-time graduate/professional students. Projections are based on the historical relationship between the state's population and past in-state enrollments, trends in the number of high school graduates, and projected distribution of students between two- and four-year institutions. Total headcount enrollment at Maryland public colleges and universities is projected to be 15 percent higher, or an increase of 34,000 students, in 2005. Enrollments are expected to grow by 17 percent (about 19,000) at the community colleges and 13 percent (15,000) at the public four-year campuses. Full-time graduate and professional enrollments are expected to increase by 16 percent and part-time students by 12 percent. Community colleges will account for 62 percent of the projected additional undergraduates during the next 10 years. Of the anticipated additional students at four-year campuses by 2005, three-fourths will be undergraduates and of these, 71 percent will be enrolled full-time. Extensive tables detail projections for each community college and four-year institution. A description of the enrollment projection methodology is appended. (JLS)

ED 404 973 HE 030 016

The Status of African-American Faculty and Senior Administrators

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; *Electronic Mail; Graduate Students; Higher Education; *Internet; Online Searching; Questionnaires; *Student Attitudes; Student Research; Student Surveys; Teacher Education; World Wide Web

This paper discusses the learning issues involved when setting computer literacy objectives for graduate students in education. Stated and evaluated here are simple computer use assignments representing an approach to literacy which is teacher-centered, minimally integrated with subject matter content, and having low cognitive-level task demands. The three assignments, made at the beginning of a graduate education course involved: (1) using e-mail to send/receive messages to each other about the course; (2) consulting the professor's Website for course materials and information; and (3) accessing the Internet for information. Data collected from a brief anonymous questionnaire given at the end of the course provided information on the perceived value of these assigned activities. Spontaneous classroom comments and questions throughout the course also yielded much information about student experience of these teacher-imposed literacy objectives. Initially, students were not pleased with the computer use requirement. In addition, the teacher became involved in the students' individual projects much more than planned. The percentage of students that felt the activities should be retained was much higher than those who felt they should not be retained. Students liked the Website more than the e-mail option. The peer collaborator e-mail activity was not uniformly appreciated; students did, however, state a desire for more instruction on how to search the Internet. (AEF)

ED 404 991 IR 018 284

Davis, Michaeleen A.; Henry, Mary Janet
Conative Capacity of Non-Traditional Learners in Two Instructional Settings.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Learning; Adult Students; Aspiration; Classroom Environment; Cognitive Processes; Computer Assisted Instruction; *Distance Education; *Goal Orientation; Graduate Students; Higher Education; Interviews; Laboratories; *Nontraditional Students; Questionnaires; *Self Motivation; Student Educational Objectives; Teacher Influence; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Conation; Myers Briggs Type Indicator; Satellite Uses in Education

Non-traditional learners, adult learners who are age 21 or older, have many obstacles to overcome in their quest for knowledge. This paper investigates affective forces that influence non-traditional learners in a traditional computer lab and in a satellite-delivered instructional setting. Study participants consisted of 58 graduate and undergraduate students in off-campus satellite delivered courses and 10 undergraduate students in a traditional computer lab classroom. Data was gathered using a questionnaire; the Goal Orientation Index (GOI) which describes conative capacity; the Myers-Briggs Type Indicator (MBTI) which identifies participants' psychological library workers, trustees, and friends' organizations practical advice, case studies, and step-by-step guidance for evaluating the existing local political structure, galvanizing public support, and using aggressive political action to influence or take control of the process of government decision-making about libraries. The book contains an introduction--Do Librarians Hate Politics? And Does it Matter?--and the following chapters: (1) Strategic Planning for Political Action; (2) Who Runs River City?--analysis of power structures; (3) Targeting: Politicians, Wannabes, and Opinion Leaders; (4) Some Notes on Recruitment and Tactics; (5) All Politics Is Local: An Advocacy Training Workshop; (6) Coalitions: Togetherness Builds Strength; (7) Who Wants To Know? Political Opinion Polling; (8) Handling the Media: Tools of the Trade; (9) Being There--personal community networking; and (10) On Your Own--political advocacy in the small or isolated community. A subject index is included. (Author/SWC)

ED 405 010 JC 930 486

Mathias, Elizabeth A.
An Analysis of National Surveys: Associate Degree Programs in Manufacturing Engineering and Related Programs. A Preliminary Report.
PUB DATE- 27 Sep 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; College School Cooperation; Community Colleges; Educational Assessment; Educational Trends; *Manufacturing; Manufacturing Industry; National Surveys; Program Descriptions; Technical Institutes; *Technology Education; Two Year Colleges

In 1993, a study was conducted to investigate the responses of associate degree programs in manufacturing and related technical programs to current technical education initiatives. The study focused on the relationships of associate degree programs to secondary and postsecondary education and industry, curricular trends, familiarity with the Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS), inclusion of Total Quality Management (TQM) in instruction, and the use of nontraditional and distance learning capabilities. Survey forms were mailed to 286 program directors listed in the Society of Manufacturing Engineers' (SME's) 1992 "Directory of Manufacturing Education." Study findings, based on 140 usable responses (49%), included the following: (1) 42% of the associate degree programs in manufacturing listed in the SME directory were located in six states; (2) 84% of the responding program administrators reported relationships with secondary schools, while 52% reported relationships with universities; (3) curricular areas evidencing an increase in emphasis over the past 4 years included artificial intelligence, computer-aided design, computer-aided manufacturing, microcomputers, and quality control; (4) about 50% of the programs offered students opportunities for cooperative education experiences; (5) over 50% of the respondents indicated that faculty used industry experiences for skills upgrading, while 70% mentioned relationships between industry and their college for employee upgrading; and (6) 86% of the associate degree in manufacturing programs included TQM content, as did 71% of the related technical programs. Data tables, open-ended responses, and the survey instrument are included. (PAA)

Anderson, Margaret D.
Teaching a Test and Measurement Course by Developing a Measurement Instrument.
PUB DATE- Mar 96
NOTE- 6p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Group Activities; Higher Education; *Psychological Testing; Psychology; Student Projects; Teaching Methods; *Test Construction; *Test Theory
IDENTIFIERS- State University of New York Coll at Cortland

An effective test and measurement course in psychology should expose students to a variety of available psychological tests, as well as to the mechanics of test construction and evaluation. In a test and measurement course at the State University of New York's College at Cortland, the course is divided into two components with an overlaying group project. In the first component, students are introduced to fundamental concepts of test design, construction, and evaluation. In the second component, students use these fundamental concepts to evaluate the classic tests in each of the areas represented in psychological measurements. For the group project, students form groups of five members, with each member becoming an "expert" in one of the upper levels of Bloom's taxonomy of cognitive domains (i.e., comprehension, application, analysis, synthesis, and evaluation). Each group develops a test consisting of one question each from the five levels and critically review other groups' tests. The new measure is then validated and administered to a group of subjects along with a second external measure. The approach effectively reinforces the fundamentals of test construction and evaluation, introducing students to one measurement domain in great depth and provides students with the opportunity to work in interrelating, collaborative groups. An organizational chart of the test-creation project is appended. (TGI)

ED 405 028 JC 970 134

Fago, George C.
Psychometric Scales: Learning by Doing.
PUB DATE- Mar 96
NOTE- 14p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Computer Uses in Education; Electronic Mail; Higher Education; Instructional Innovation; *Psychological Testing; Psychology; *Psychometrics; Research Methodology; Scaling; Teaching Methods; *Test Construction
IDENTIFIERS- Ursinus College PA

In an effort to improve instruction related to psychometrics and psychological testing for beginning psychology majors, an approach was developed at Pennsylvania's Ursinus College that incorporates active, participatory learning and problem

Intercollegiate Cooperation; Program Descriptions; School Business Relationship; *School Community Programs; *Service Learning; Two Year Colleges

Describing collaborative activities between community colleges and the communities they serve, this sourcebook provides 15 essays by practitioners at colleges across the United States. Following introductory materials and the essay, "The Roots of Campus-Community Collaboration" (Terry Pickeral), the following essays are presented detailing collaborations with community agencies: "A Little Something for Dessert" (Mark Hoffman); "Service Partnerships: Pathway to the Scholarship of Engagement" (Jacqueline Taylor and John Kingsmore); "Making the Connection: College and Community" (Ed Snyder); "K-14 Partners in Service-Learning" (Maxwell King); and "Service-Learning and Community Collaboration: Connecting Faculty Values to Community Service" (Robert Franco). The following essays are then provided discussing collaborations with K-12 schools: "Just Another Wacky Wednesday: K-12 Service-Learning" (Fred Wells and Sue Borquez); "Service-Learning: A Synergistic Model" (Esther Mason and MaryEllen Gray); and "College Compact and Freshman Company" (Laura Bridges and Martha Cox). After an essay on collaboration with universities, "Service-Learning Collaborations with Four-Year Institutions" (Terry Brown), the following essays are presented describing collaborations with business: "Educational Partnerships with Business and Industry" (Larry Christiansen); "At Brookhaven College and Ford Motor Company, Education Is Job One" (Patty Forsyth); and "Collaboration with Business and Industry: The Mesa Community College Case" (Jesse Chanley). Finally, two essays are included on collaborations with national service programs: "Connecting Community Colleges to National Service Programs" (Jim Glasson) and "Success Can Be Seen in the Stories of the People" (Liz Newport). Contains 98 references. (HAA)

ED 405 046 JC 970 166

Pickeral, Terry, Ed.; Peters, Karen, Ed.
From the Margin to the Mainstream: The Faculty Role in Advancing Service-Learning on Community Colleges. Models, Lessons from the Field, Case Studies.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- Sep 96
NOTE- 93p.; Based upon work supported by the Learn and Serve America: Higher Education program of the Corporation for National Service; for related reports, see JC 970 162 and JC 970 165-167.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; College Faculty; Community Colleges; Curriculum Development; *Curriculum Enrichment; *Educational Strategies; Models; Program Descriptions; *School Community Programs; *Service Learning; *Teacher Role; Teacher Workshops; Two Year Colleges

Prepared as part of a project to promote service-learning activities at community colleges, this sourcebook presents essays by college faculty detailing service-learning models and strategies. Following a brief foreword, an introductory essay describes the project, indicating that it involves a team of five faculty members who have built service-learning teams on their own campuses and held training sessions with over 300 faculty at other campuses. Five models of service-learning are then presented through the following essays: "Collaboration in

Calderon, Vivian
The Puente Program: Latino Student Outcomes in English 96 and 1A, 1993-95. Research, Planning, and Grants Report 966-01.
PUB DATE- Dec 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Counseling Services; *Developmental Studies Programs; *Dropout Prevention; Grades (Scholastic); *Latin Americans; *Mexican Americans; *Outcomes of Education; Program Effectiveness; Success; Two Year Colleges; Writing Improvement
IDENTIFIERS- City College of San Francisco CA

In 1981, the Puente program was established at California's City College of San Francisco to improve the transfer rates of Chicano/Latino students to senior institutions. The program provides a supportive and stimulating environment to help students build confidence in their writing skills and provides extensive counseling and mentoring services. In 1996, a study was conducted to examine the characteristics of Puente and non-Puente Latino students and compare the two groups' completion rates and rates of progress to university-level English courses. Data were gathered on the outcomes of 420 Latino students enrolled in spring 1993, spring 1994, or spring 1995, 87 of whom participated in Puente. Results include the following: (1) students enrolled in the Puente program were similar to the larger pool of Latino students for all characteristics except age; (2) only 12% of the Puente students withdrew from their pre-college English course, compared to 24% of the non-Puente Latino students; (3) over the 3 years, 86% of the Puente students passed the English course, compared to 55% of Latinos enrolled in regular sections; and (4) 95% of the Puente students who successfully completed pre-college English enrolled in the college-level English course, compared to 58% of non-Puente Latino students. (HAA)

ED 405 065 JC 970 228

Daoud, Annette
Planning Atlas: Annual Report of Institutional Effectiveness, Fall 1996. Report 971-01.
PUB DATE- Feb 97
NOTE- 77p.; For the fall 1995 Planning Atlas, see ED 392 483.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); *College Planning; Community Colleges; Educational Administration; *Educational Finance; *Enrollment; *Institutional Characteristics; Organizational Objectives; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; Tables (Data); Two Year Colleges
IDENTIFIERS- City College of San Francisco CA

Designed to aid in the development of goals and objectives for California's City College of San Francisco (CCSF), this atlas provides data on student outcomes, institutional finances, and other accountability information for 1993-94 through 1995-96, with longitudinal data included where available. Following a brief introduction and the CCSF mission statement, discussions and data tables are provided for the following seven areas: (1) student access, presenting data on enrollment by gender and ethnic groups, transition from high school, sources of new

PUB DATE- Jun 96
NOTE- 48p.; Appendix C contains blurred pages. For other "Prekindergarten...Product Evaluation Reports," see ED 272 524, ED 301 622, ED 308 948, ED 320 673, ED 343 655, ED 401 993, and PS 020 756.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; *High Risk Students; *Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; Young Children
IDENTIFIERS- Michigan (Saginaw); *Prekindergarten Saginaw Objective Reference Test

The Saginaw Prekindergarten Program is designed to provide four-year-olds with an environment that will enable them to develop skills needed for future success in school, and to prepare inner city children for entry into kindergarten. The objectives of the program include specific achievements in 16 cognitive skills, psychomotor skills, and parental participation areas. An evaluation of the 1995-96 program was conducted. The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure outcomes on the cognitive and psychomotor objectives. The results showed that the program attained nine of the nine objectives in the cognitive skills area, and three of the four objectives in the psychomotor skills area. The objectives dealing with the Parents as Partners participation areas were also evaluated, and results showed that the program attained all three objectives. (Six appendixes present: (1) 1995-96 Title I prekindergarten objectives; (2) number of prekindergarten participants by building as of January 16, 1996; (3) Prekindergarten Saginaw Objective Referenced Test (PK-SORT) 1990; (4) decision rules for prekindergarten participation and parent participation tally sheets; (5) percent of students attaining mastery on PK-SORT by building; and (6) prekindergarten families attaining objectives regarding Parents as Partners.) (SD)

ED 405 083 PS 024 930

Barber, Betsy A.
Review of the Literature Regarding the Repression of Memories of Childhood Sexual Abuse.
PUB DATE- 12 Aug 96
NOTE- 76p.; Ph.D. Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adults; Child Abuse; Children; Emotional Response; Literature Reviews; *Memory; *Psychological Studies; Recall (Psychology); *Sexual Abuse
IDENTIFIERS- *Repression

Published empirical research on the repression of memories of childhood sexual abuse is limited at the present time, and the quality and usefulness of the research varies with the methodology, research design, statistical analyses, and researcher bias. This literature review discusses at length a 1987 study by J. H. Herman and E. Schatzow and 1994 studies by L. M. Williams; E. F. Loftus, S. Polonsky, and M. T. Fullilove;

were rooted in differences in personal, cultural, and educational experiences. (KDFB)

ED 405 100 PS 025 052

Klugman, Edgar
The Value of Play as Perceived by Wheelock College Freshman.
PUB DATE- 96
NOTE- 22p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *College Students; Higher Education; *Play; Pretend Play; Recess Breaks; Social Development; *Student Attitudes; Values
IDENTIFIERS- Autobiographical Recall; Generation Effect; *Play Learning; Wheelock College MA

This study surveyed 169 freshman students at Wheelock College to identify generational shifts in play experiences, students' play histories, later college and placement site experiences, and the extent to which play was a part of students' professional identities. Subjects in the study were primarily Caucasian females between 17 and 19 years of age. The survey was comprised of open-ended questions about students' memories of play at home, in school, and about the role of play in learning. Findings indicated that memories of home play were primarily of neighborhood play, most frequently outdoors and with other children. Students had vivid memories of school play at recess (especially large motor activities) and in dramatic and imaginative contexts. Memories of play at school helped students form ideas about what constitutes play in a school setting. Many students perceived a strong connection between play and social development, and a general relationship between play and learning, but did not specify the nature of the relationship. Some students mentioned child care experiences and generation-specific toys such as Cabbage Patch Dolls. The findings highlighted the need to develop and model language and practice to help future teachers recognize and describe the connection between play and learning. Research protocols sensitive to cultural differences in play are essential. Colleges need to be more responsive to play learning needs of each generation of students. Appendices include the survey used and a data summary. (KDFB)

ED 405 101 PS 025 053

Lakin, Mary Beth
The Meaning of Play: Perspectives from Pacific Oaks College.
PUB DATE- 96
NOTE- 13p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *College Students; Community; Early Childhood Education; Higher Education; Humanistic Education; *Play; Progressive Education; Seminars; *Student Attitudes; Studio Art; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs; Emergent Curriculum; Pacific Oaks College and Childrens School CA

arithmetic. Chapter 4 presents issues addressed by the program and its implementation from plan to practice. Chapter 5 examines improvements adopted from the areas of physiology, optometry, nutrition, and psychology. Chapters 6 and 7 discuss the development of motor, visual, and auditory skills. Chapter 8 reviews commercially available programs. Chapter 9 discusses the technical side of organizing the program and running it efficiently. Chapters 10 and 11 examine several case studies, and an account of the experience of a former student. Chapter 12 gives a historical account of the program. Chapters 13 and 14 include a list of the items mentioned in the book and suggested readings. The second book serves as an appendix and contains some of the guides, manuals, and forms used in the program, including the teachers' manual on developing learning readiness, teachers' guide to Webstermasters, and a prereading battery. (AA)

ED 405 119 PS 025 114

Ollhoff, Jim; Ollhoff, Laurie
Axioms and Assumptions: A Short Philosophy Regarding the Professionalization of School-Age Care.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *After School Programs; Childhood Needs; *Educational Philosophy; Elementary Education; Extended School Day; Latchkey Children; Position Papers; *School Age Day Care
IDENTIFIERS- Adult Child Relationship; Before School Programs; *Professionalization

This document presents 17 philosophical statements regarding school-age care programs, staff, and challenges. The essence of school-age care is to understand childhood and to facilitate positive development. Because these programs provide a place where children have significant contact with adults within a multi-age peer group, they can teach peaceful living skills and facilitate positive youth development. Careful research must identify factors in quality school-age care programs. Although the field of school-age care has had a good history so far, it is now at a crossroads. To increase professionalism, college training, accreditation of sites, and licensing of providers are needed. Staff need competencies in social interaction and development; family dynamics; cultural, ethnic, and gender sensitivity; understanding play, child leadership; and handling special needs children. Staff must be in a partnership with the children in which children plan events and adults guide the process. Staff can be trained on a variety of levels; it is important to maintain the current diversity of backgrounds while identifying educational requirements. Staff need to consider the socialization opportunities within discrete interactions. The facilitation of positive development in children should guide program development and adult-child interactions. Challenges to school-age care programs include identifying the role and purpose of the field, developing a base of research, theory, and knowledge, stemming the high staff turnover rate, and beginning the education cycle. Finally, school-age care providers should be held to the principle of "in loco parentis," meaning "in place of the parents." (KDFB)

ED 405 120 PS 025 122

NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; Birth Weight; Child Custody; *Child Health; *Children; Child Support; Day Care; Demography; Drinking; Dropout Rate; Drug Use; Early Parenthood; Educational Attainment; Elementary Secondary Education; Family (Sociological Unit); Infant Mortality; Infants; Mortality Rate; One Parent Family; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- Child Safety; *Kansas; Placement (Foster Care); Project Head Start; School Lunch Program; Vaccination

This Kids Count data book profiles the status of children in Kansas, based on 17 indicators of well being. The indicators are grouped into four areas: (1) economic well-being--births to single teens, children approved for free school meals, and children receiving economic assistance; (2) physical health and safety--child death rates, infant mortality rates, births with early prenatal care, kindergartners fully immunized by age two, and low birth weight babies; (3) childhood care and education--Head Start participation, child care availability, high school graduate post-secondary education, births to mothers with less than a high school degree, and high school graduation rates; and (4) emotional well-being--teen violent death rates, out-of-home placement, youth alcohol use, and children in grades 5 through 12 who have used drugs other than alcohol. Section 1 of the report is comprised of tables and graphic displays detailing findings for each indicator on a county and statewide basis. Part 2, the bulk of the report, is comprised of statistics for each county listed alphabetically, a graphic and narrative description of changes over time, and demographic information. The overall finding is one of small but significant improvements in most of the indicators, especially the reduction in the childhood death rate and teen violent death rate. Concerns highlighted include the number of infants born to single teens, the number of school age children eligible for free school meals, and the amount of alcohol use among youth. Appendices discuss the selection of indicators and data sources. (KDFB)

ED 405 138 PS 025 152

Jambor, Tom
The New Zealand Playground Safety Manual: A Report on Its Development, Implementation, and Success.
PUB DATE- 9 Oct 95
NOTE- 8p.; Paper presented at the International Conference on Playground Safety (University Park, PA, October 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Elementary Education; Evaluation Criteria; Foreign Countries; Parks; *Playgrounds; Preschool Education; Recreational Facilities; *Safety; School Safety
IDENTIFIERS- *Child Safety; New Zealand; Playground Design; *Playground Equipment

"The New Zealand Playground Safety Manual" was designed for early childhood services, primary and intermediate schools, and park administrators. The manual was developed with the input of practitioners who attended seminars held throughout New Zealand

Perce Reservation (Idaho) examine implementation of this process and summarize focus group discussions and recommendations for policy development. Major issues included traditional beliefs about disabilities, public awareness education, public accommodations and access, employment, transportation, tribal jurisdiction over services, and training needs. This report concludes that the use of the Tribal Disability Actualization Process successfully brought together a wide range of concerned tribal members who identified important disability issues and generated recommendations that led to changes in tribal government practices and policies. Appendices include resolutions of the National Congress of American Indians supporting the development of American Indian disability legislation and AIDL, a map of focus groups, and tribal amendments regarding disability policy. Contains a computer diskette and 15 references. (LP)

ED 405 154   RC 020 938

Fuller, Wayne E.
The Old Country School: The Story of Rural Education in the Middle West.
PUB DATE- 82
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Boards of Education; Centralization; *Educational Change; Educational Development; *Educational History; Elementary Secondary Education; *Free Education; Higher Education; One Teacher Schools; Politics of Education; *Rural Education; *Rural Farm Residents; *Rural Schools; School Community Relationship; School District Autonomy; Small Schools; Superintendents; Teacher Education
IDENTIFIERS- Small School Districts; *United States (Midwest)

This book examines the educational history of the Midwest during the late 19th and 20th centuries. Specifically, the book overviews the development of rural education in Wisconsin, Ohio, Iowa, Nebraska, Kansas, Michigan, Indiana, Illinois, Missouri, and Minnesota. Data sources include the reports of state superintendents; Annual Reports of the United States Commissioner of Education; and diaries, journals, and memoirs preserved by state historical societies and state libraries. The book describes the origins and operation of one-room schools, the rise of professional educators, and the long-standing conflict between educators and farmers over the adequacy of schools. Factors are identified that contributed to the demise of small independent school districts controlled by farmers and the creation of township districts--the beginning of the trend toward centralization of rural schools. The book also addresses the role of county superintendents and local boards of education, the influence of politics on educational development, the establishment of normal schools for educating teachers, the inequalities between urban and rural schools, and the struggles between farmers and professional educators about appropriate solutions to rural schooling problems. The continuing loss of rural population and declining school enrollment led farmers to realize they could no longer withstand the demands for change, and through the 1950s, rural one-teacher schools were consolidated into larger, centralized schools. This book concludes that despite their supposed deficiencies, midwestern one-teacher schools successfully educated thousands of children and virtually eliminated

(143),Numerical/Quantitative Data (110)

DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Qualifications; Alaska Natives; *American Indian Education; American Indians; *Educational Trends; Elementary Secondary Education; Institutional Characteristics; Principals; Public Schools; *School Demography; School Personnel; School Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics; Teacher Qualifications; Teacher Supply and Demand; Tribally Controlled Education

IDENTIFIERS- Bureau of Indian Affairs Schools; *Schools and Staffing Survey (NCES)

This report summarizes findings of the 1993-94 Schools and Staffing Survey (SASS) with regard to schools that serve American Indian and Alaska Native students, and examines trends since 1990-91 when data were previously collected. In 1993-94, the Bureau of Indian Affairs (BIA) and federally recognized tribes with BIA funding operated 170 elementary and secondary schools. In addition, 1,244 public schools had high Indian enrollment (at least 25 percent American Indian and Alaska Native students). These two types of schools were typically small and located in rural areas and small towns. However, of the 491,936 American Indian and Alaska Native students enrolled in K-12 classes, 53 percent attended public schools with low Indian enrollment. Chapters contain many data tables and figures and provide information for the three school types on the following: (1) school and student profiles (school location and size, student race/ethnicity, school programs and services, student-to-staff ratios, graduation rates and requirements, free and reduced-price lunch rates, student linguistic characteristics, support services, and student outcomes); (2) principal characteristics and attitudes (educational background, teaching experience, specialized training, salaries, school goals, perceptions of school problems and influential groups, and career plans); (3) teacher characteristics (demography, qualifications, salaries, and perceptions of problems); (4) teacher supply and demand; and (5) trends since 1991. Appendices include technical notes, tables of estimates and standard errors, and additional resources on SASS. Contains 71 references and an index. (SV)

ED 405 170   SE 053 865

Kosinski, Robert J.

Investigative Learning: A Plan for Laboratory Education.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 92p.; A project of the Clemson Biology Project.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Biology; Classroom Research; College Science; Computer Assisted Instruction; Computer Simulation; Higher Education; Introductory Courses; *Laboratory Experiments; Program Evaluation; Science Activities; Science Curriculum; Science Education; *Science Experiments; *Science Instruction; *Science Process Skills; Videotape Recordings; Writing Ability

IDENTIFIERS- Nature of Science; *Open Ended Learning Environments

This project originated with the desire to offer general biology students a laboratory experience which emphasizes scientific thinking rather than a review of lecture content. To create investigative laboratories without many of the practical reform, and are affected by reform. The intention of this brief is to help people think more clearly about the concept of alignment and to help them examine what is required for expectations and assessments to be in alignment. The major elements of an education system must work together to help students achieve higher levels of mathematical and scientific understanding. Topics discussed include the importance of alignment; methods of alignment including sequential development, expert review, and document analysis; and specific criteria including content focus, articulation across grades and ages, equity and fairness, pedagogical implications, and system applicability. It is concluded that the alignment of expectations and assessments is a key underlying principle of systemic and standards-based reform. Establishing alignment among policy elements is an essential activity for improving the potential for realizing significant reform. (JRH)

ED 405 191 SE 059 748

Marks, Diana F.
Glues, Brews, and Goos: Recipes and Formulas for Almost Any Classroom Project.
PUB DATE- 96
NOTE- 179p.; Illustrated by Donna L. Farrell.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Multicultural Education; *Recipes (Food); Science Activities; Science Materials; *Science Projects
IDENTIFIERS- Dyes

This book emphasizes children's learning and is filled with recipes and formulas. The goal of this book is to connect students to the past, provide links to nature, show the importance of science in everyday life, and help students see themselves as part of a global community. Many of the recipes and formulas in this book have multicultural aspects and have been around for years or even centuries. Others have been updated to include microwave ovens or recycled materials. All the projects have been kid-tested and use materials that are easy to obtain with directions that are simple and clear and designed for students. Chapters are as follows: "Clays and Doughs"; "Salt Map Mixtures"; "Papier-Mache"; "Plaster of Paris"; "Glues and Pastes"; "Paints"; "Natural Dyes"; "Bird Food and Bird Feeders"; "Crystals and Crystal Gardens"; "Non-Newtonian Fluids and Slimes"; "Bubble Solutions and Bubble Frames"; "Volcanic Actions and Other Chemical Reactions"; "Invisible Inks"; "Soaps"; "Candles"; "Recycled Paper"; "Dried Flowers, Potpourri, and Pomanders"; "Breads"; "Edible Art"; "Dairy Products"; "Treats That Students Can Make"; and "Miscellaneous Activities." Contains references. (JRH)

ED 405 192 SE 059 749

Bryan, M. Leonard
Introducing the Measurement of Shape in Freshman Human Geography.
PUB DATE- Feb 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Concept Teaching; *Geographic

Stimulating Professional Development through the Use of Interviews and Observations.
PUB DATE- 22 Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Case Studies; Cognitive Structures; Constructivism (Learning); Epistemology; *Interviews; Longitudinal Studies; Observation; *Professional Development; Reflective Teaching; *Science Teachers; Secondary Education; Student Centered Curriculum; Teacher Education Programs

This paper reports on a three-year case study of a secondary biology teacher that explores the use of two instruments: The Teachers Pedagogical Philosophy Interview (L. Richardson and P. Simmons, 1994) and the Secondary Science Teacher Analysis Matrix (J. Gallagher and J. Parker, 1995). The a priori research questions that guided this case study pertained to how the instruments stimulate recall of secondary science preservice program experiences and the perceived impact of the use of the instruments on teaching as reported by the teacher and observed in his practice. Results of the study indicate the importance of longitudinal research in studying the impact of science teacher education programs and that universities and colleges should not relinquish responsibility for the professional development of teachers once they graduate from the program. The findings also indicate that the instruments provide a method of helping beginning teachers refocus on research-based instructional methods. Contains 50 references. (DDR)

ED 405 213 SE 059 802

Shimizu, Kinya
Teachers' Emphasis on Inquiry Science and Prevailing Instructional Method.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Discovery Learning; Educational Strategies; Elementary Secondary Education; *Factor Analysis; Hands on Science; *Inquiry; Science Activities; *Science Curriculum; *Science Instruction; Science Process Skills; *Science Teachers

The purpose of this study was to reveal the prevailing instructional method utilized by inquiry-oriented science teachers using national representative teacher data. The first part of the study focuses on the measurement of teaching emphasis on inquiry science or the intended curriculum. The second part focuses on the relationship between the intended curriculum and the teachers' classroom practices or the implemented curriculum. The data for this study were taken from the Longitudinal Study of American Youth (LSAY) which included public high school students (N=3000) and middle school students (N=3000). A confirmatory factor analysis and an exploratory factor analysis were employed and identify four factors concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correlate to the concepts of identity, needs, and interaction. Level One is designed for children in grades one and two. Each level develops one or more aspect of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Environmental Needs," develops the conceptual statements "all living things depend on the environment and on one another" and "people should use the environment wisely." Unit 2, "Intellectual Needs," develops the theme "people use their physical senses to learn from different sources in different situations." The third and final unit, "Physical Needs," examines the conceptual statements "people need food and exercise for good health" and "people need clothing to protect and identify themselves, and to control body temperature." The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 232   SO 023 491

Improving Pre-Service Training in Geography for Middle School Teachers: A University/School Partnership. Executive Summary and Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Geographic Concepts; *Geography Instruction; Higher Education; Intermediate Grades; *Introductory Courses; Junior High Schools; *Middle Schools; *Preservice Teacher Education; Social Studies
IDENTIFIERS- *Middle School Teachers

This document consists of a final report and executive summary. The report is that of a project involving eight college and university faculty who were given the responsibility of developing new versions of introductory level geography courses. The plan of the project involved bringing together college or university professors, local school curriculum personnel, and inservice teachers to develop pilot courses in introductory geography for preservice teachers in eight states. The goal of the project was to design and structure a course that would deliver basic geographic content in ways that would match the needs of school teachers who were expected to teach geography as a part of their social studies assignment. Because there has been an effort to revitalize geographic education by stressing the five fundamental themes of geography, the project members suggested that college geography courses be revamped so that they, too, stress the five themes. The project first identified eight centers of excellence that had the elements thought to be necessary: (1) documented linkages with a local or nearby school district; (2) willingness to provide released time on a matching basis with the project for the faculty involved; (3) willingness to reorganize course content; and (4) agreement to serve as a regional center to disseminate materials. Centers are listed and a timetable describes the project's activities in chronological order. The means for evaluating syllabi is discussed. Evaluation shows that the improve implementation of materials in classrooms. Tables and surveys relating to the project are appended. Contains a 509-item bibliography. (Author/DQE)

ED 405 250 SO 026 627

Clark, Gilbert A.
CDAT Clarks Drawing Abilities Test.
PUB DATE- Oct 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Childrens Art; Developmental Stages; Elementary Secondary Education; *Skill Analysis; *Talent Identification; Test Format; Testing; Test Manuals; *Tests; *Visual Arts

This manual presents an instrument designed for visual arts education research and as a screening and identification test for use in gifted/talented education for artistically talented students. The test consists of four items or tasks that call for a demonstration of different abilities and skills. Each completed drawing is assessed and assigned a score through use of a Scoring Criteria Scale. Accumulated scores allow subjects within groups to be rank ordered. A 5 point scale, sensitive to graded differences among students at the same grade or age level, yields scores that differentiate between poor, below average, average, above average, and superior responses in all groups at the targeted age range, from 10 years old to adult. The manual also presents background information describing how earlier researchers collected children's art work and administered tests to determine various aspects of what children's art works look like at different ages and levels of development. Contains 69 references. (MM)

ED 405 251 SO 026 669

Nass, Marcia; Nass, Max
Songs for Peacemakers: Conflict Resolution. Handbook.
PUB DATE- 93
NOTE- 68p.; Videotape and audiocassette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Conflict Resolution; Early Childhood Education; Elementary Education; Interdisciplinary Approach; Language Arts; *Music; *Music Activities; *Peace; *Primary Education
IDENTIFIERS- *Peace Education

This teacher's guide was designed as part of a kit that includes a video tape and sound cassette recording, but may be adapted for independent use. The resource is based on the premise that teaching conflict resolution is becoming a necessity in an increasingly violent world, and that using music to teach peace education is successful with young children. This guide presents 12 lesson plans based on 12 original songs. Ideas for interdisciplinary activities, games, role-playing and brainstorming exercises, writing activities, take home assignments, and tips for teachers are included. Reproducible activity masters and song lyric sheets are included. (MM)

044.
PUB DATE- Mar 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aesthetics; *Art; *Art Education; Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Fine Arts; *Program Evaluation; Program Improvement; *Visual Arts
IDENTIFIERS- *Des Moines Public Schools IA

This report traces the development of the art program in the Des Moines (Iowa) Independent Community School District and provides an assessment of current practices and procedures in the system. Future plans are delineated for improvement of the art program. The paper is divided into seven sections: (1) mission; (2) context evaluation; (3) input evaluation; (4) process evaluation; (5) product evaluation; (6) future plans; and (7) appendices. The goals serving as fundamental guidelines include: (1) to develop knowledge and skills necessary to express ideas visually; (2) to develop awareness of the role of art in past and present cultures; (3) to develop an understanding of the visual world; (4) to develop skills for making informed aesthetic judgments; and (5) to develop an integration of the visual arts with other disciplines in the curriculum. (EH)

ED 405 273 SO 027 094

Stanish, Bob; Eberle, Bob
Be a Problem-Solver: A Resource Book for Teaching Creative Problem-Solving.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Brainstorming; Cognitive Processes; *Creative Activities; *Creative Thinking; Creativity; Divergent Thinking; Elementary Secondary Education; Imagination; *Problem Solving; *Thinking Skills

This book provides an overview of the creative problem-solving process and exercises to put the process the work. The illustrated, reproducible pages guide students through each step of the problem-solving process by using evaluation grids to track their ideas, solutions, and plans. The activities can be used in a variety of ways including for the whole class, in a learning center, as take home work, for display materials for generating student interest and motivation, or as warm-up activities for problem-solving competitions. (EH)

ED 405 274 SO 027 103

Winters, Nathan B.
Architecture is Elementary: Visual Thinking through Architectural Concepts.
PUB DATE- 86
NOTE- 543p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)
DESCRIPTORS- *Architectural Character; Architectural Programming;

measure teacher satisfaction, motivation, and health was designed based on findings from earlier research. Participants were 529 teachers and school administrators at 47 primary, secondary, and special purpose schools. Major satisfiers were found to be rewards intrinsic to the task of teaching. Major dissatisfiers were found to be mainly matters interfering with teacher and administrator effectiveness. Control was found to be a key issue, in that matters outside teacher and school control caused the greatest dissatisfaction, particularly imposed educational responsibilities and change, and societal expectations and criticisms. Position held was found to predict satisfaction, change in satisfaction, and to an extent, mental distress. Those with the lowest levels of satisfaction, the greatest decline in satisfaction since beginning teaching, and the highest levels of mental stress, were found in middle management positions in schools. Contrary to previous research on job satisfaction, increased age did not predict greater satisfaction. Higher current dissatisfaction and greater decline in satisfaction were both predicted by length of service at current school. (Contains 18 references.) (Author/JLS)

ED 405 296 SP 037 169

Farkas, Steve; Friedman, Will
Professional Development for Teachers: The Public's View. A Focus Group Report from Public Agenda for the National Foundation for the Improvement of Education.
SPONS. AGENCY- National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Focus Groups; Inservice Teacher Education; Instructional Improvement; *Professional Development; *Public Opinion; *Teacher Improvement

This document reports on a pilot study of public attitudes toward professional development for teachers. The study was based on four focus groups conducted by Public Agenda in Fort Lee (New Jersey), Birmingham (Alabama), Denver (Colorado), and Albuquerque (New Mexico). Each group was comprised of approximately 10 participants recruited by local market research firms to conform to national census data on such demographic variables as race, income, sex, and education, as well as the demographic characteristics of the local population; teachers and school administrators were excluded from the discussions. Key public perceptions of professional development and teachers are summarized as well as the public's caveats on professional education. Among the results are: (1) the public's foremost educational concerns are safety, discipline, social problems, and children not learning the basics; (2) teachers are still held in high regard; and (3) professional development enables teachers to keep up with changes and challenges. While professional development is seen as positive and improvement of teachers as an asset to schools, people also expect professional development to bring quick and tangible payoffs in student achievement. They do not support it if it is connected with "controversial" teaching methods, takes teachers out of the classroom during school time, and costs too much taxpayer money. The most striking implication from the focus group discussions is a strong potential for both support

ED 405 315 SP 037 193

Lennex, Lesia C.
Middle School Multiculturalism: What Is Being Taught and Why.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Course Content; *Cultural Awareness; Cultural Pluralism; Curriculum Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Multicultural Education; Social Studies; *Teacher Attitudes; Urban Schools
IDENTIFIERS- *Middle School Teachers; United States (Southeast)

The purpose of this study was to examine the cultural content practices of middle school teachers. A survey was mailed to 94 teachers and 5 intern teachers in one Southeastern United States urban school system; 71 percent responded. A survey with Likert-type scaled responses and qualitative questions was used. The public school system was selected due to its large student population and its socioeconomic and cultural diversity. Seventy-five percent of the teachers used the state curriculum framework and textbook programs to the exclusion of other resources in planning cultural inclusion. Reasons cited by the respondents indicated that the curriculum was required, that using it was necessary to keep their jobs, that state testing was based on the curriculum, and that limited availability of other materials and time constraints restricted choice of content. Several responses indicated personal second language knowledge as an influence on their cultural inclusion and/or teaching strategies. Curriculum constraints perceived by the teachers surveyed may be resulting in fewer cultures actually being taught. An expansion of professional development and certification requirements in the social sciences are needed to ensure adequate delivery of cultural content. (JLS)

ED 405 316 SP 037 194

Norton, Janet Lynn
The Effective Practitioner: Images from First Year Teachers.
PUB DATE- 96
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Creative Thinking; Early Childhood Education; Elementary Education; Higher Education; Locus of Control; Predictive Measurement; Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- *Reflective Thinking

The purpose of this study was to examine reflective thinking as it related to instructional and personality characteristics of an effective teacher. During semistructured interviews, 42 first-year teachers identified the characteristics of an effective teacher and compared their own professional development to these ideal images. Comments from participant interviews and results from one-way classification Chi Square tests indicated several personality characteristics to be significantly related to effective teaching. Specifically, for

IDENTIFIERS- *Salisbury State University MD; *University of Maryland Eastern Shore

Salisbury State University (Maryland) and the University of Maryland Eastern Shore are offering a joint Master of Arts in Teaching (MAT) degree. The departments of education at these institutions have formed a collaborative MAT program as a response to the challenges of reform in the University of Maryland system. The 2 institutions are 12 miles apart; one is a historically Black institution and the other has been predominately White. The initiative for the collaborative program has led to shared resources, shared faculty, and shared course offerings. Instead of duplication of similar programs at adjoining campuses, the combining of resources has enabled both institutions to offer teacher training at the graduate level for several areas of certification with lower institutional costs. The institutions use the same admissions requirements and similar curriculum except for differences based on the area of specialization for the degree being sought. Much of the document consists of the Memorandum of Understanding between the two institutions and a catalog description of the Master of Arts in Teaching Program. (JLS)

ED 405 335 SP 037 218

Bolton, Cynthia
Developing Teachers: A Novice-Expert Study of Initial Teacher Preparation.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary Education; Higher Education; *Knowledge Base for Teaching; Preservice Teacher Education; Schools of Education; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Education Programs; Teaching Experience

This study explored the dimensions of an initial teacher preparation program that revealed problems and ideals of preservice practices by focusing on the impressions and experiences of student teachers and those who work with them. Data were collected at four sites in the southern United States, a university and three elementary schools. Data collection included group and individual interviews with student teachers, individual interviews with faculty supervisors and cooperating teachers, analysis of letters written by past student teachers, and observations of student teachers in their assigned classrooms. During this investigation, four themes emerged regarding elementary teacher preparation. First, the program's mission, curriculum, and pedagogy were not clearly articulated and only partially fulfilled the goal of preparing quality teachers. Second, the consistency with which the themes of caring, initiative, and commitment to the field appeared in the data suggests that students, teachers, and faculty view these aspects as critical prerequisites to the profession. Third, attempting to understand and work within the complex context of the classroom while struggling with the nature of teaching results in frustration, stress, and attributions of luck rather than effort. Finally, with the immersion into the student teaching experience, preservice teachers embark upon a process of role

*Nontraditional Education; Participative Decision Making; *Program Evaluation; *Social Services
IDENTIFIERS- *Comprehensive Services Program; *Participatory Evaluation

Summaries are presented of papers from a symposium entitled "The Evaluation of Complex Programs Using Participatory Evaluation" that focused on a comprehensive school service program in a south Texas alternative high school. "Theoretical Framework and Objectives" explores the problems of evaluating such programs. Problems result from the complexity and flexibility of the programs, difficulties in evaluating collaboration, and the interdisciplinary nature of the endeavors. "New Research and Evaluation Designs for Comprehensive Service Models" by Jane Stallings provides an overview of the conceptualization of a research and evaluation agenda for complex models in general, and comprehensive service models in particular. "Increasing the Academic and Social Success of Children, Youth, and Families: The Options in Education Programs for High Risk Students" by Tabitha Gutierrez and Larry Kohler describes the Options in Education program created as an alternative for students at risk of school failure and dropout. The program offers comprehensive services to about 200 students from the primarily Hispanic American population of students in the district. "Implementing a Model for Participatory Evaluation: Findings from Three Studies" by Stephanie L. Knight and Karen Duhon describes the use of participatory research and evaluation to assess the Options in Education Program. "Evaluation of Complex Programs Using Participatory Evaluation" by Jane A. Stallings provides further information on the Options program and its evaluation. (Contains 16 references.) (SLD)

ED 405 354 TM 026 136

Bruckerhoff, Charles
Who Knows What?
PUB DATE- 23 Oct 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; Activism; Beliefs; Codes of Ethics; Cultural Awareness; Culture; *Ethics; *Ethnography; *Field Studies; *Qualitative Research; Researchers; Research Methodology; Research Needs

A code of conduct for qualitative field studies is necessary to identify standards of good work and to prevent or expose unethical behavior. The cardinal virtues of prudence, justice, wisdom, and courage apply to qualitative field research, but ethics also requires asking about the purpose of the research itself. The researcher must ask why the research is being done and whom will it benefit. The problem of ethics of qualitative field research hinges on the issue of honesty about the cosmological beliefs of researchers. Qualitative field research is ethnography, and as ethnography it attempts to describe and explain human group culture through the local culture. Qualitative field research is also empirical, and in this respect it proceeds like any other science. The difference is that the qualitative researcher strives to know the object of study personally and to be his or her own most important research instrument. Personal involvement in qualitative research is both a strength and a potential weakness, because with subjectivity comes the potential for abuse. Action research is the popular term for ethnography of education to

Context Effect; Cultural Pluralism; Educational History; Educational Research; *Educational Trends; Guidance Programs; Higher Education; Institutional Environment; *Postsecondary Education as a Field of Study; *Professional Development; *Student Personnel Services; *Student Personnel Workers

This anthology contains 47 papers on college student affairs administration, focusing on current issues, trends, and research in the field of student affairs administration. Articles in Part 1, "Foundations of Student Affairs Administration," provide an overview of the past and present of college student affairs, including the evolution of the field over time, implications of the past for the present and future, and the place of student affairs in the development of higher education in the United States. Part 2, entitled "Contexts of College Student Affairs Administration," includes articles on the influence of external contexts and constituencies of higher education, descriptions of institutional structures and cultures within which student affairs exists, and general discussion of the characteristics and needs of undergraduates. Part 3, "The Educational Practice of College Student Affairs Administration," focuses on the responsibilities and concerns of student affairs professionals, including student learning and development, community development, reflective practice, and research and assessment. Part 4, "Professional Development in College Student Affairs Administration," focuses on the development of new professionals, professional ethics, and involvement in professional associations and activities. Some articles include references. A list of additional readings is appended. (MDM)

ED 404 915 HE 029 920

Broyles, Susan G.; Fernandez, Rosa M.

Directory of Postsecondary Institutions, 1995. Volume 1, 4-Year and 2-Year Institutions. Volume 2, Less Than 2-Year Institutions.

PUB DATE- Feb 96

NOTE- 1,003p.; For the 1989-1990 edition, see ED 326 150. Contains small print.

LANGUAGE- English

EDRS Price- MF07/PC41 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Accreditation (Institutions); Accrediting Agencies; Colleges; Community Colleges; Enrollment; *Institutional Characteristics; National Surveys; *Postsecondary Education; Proprietary Schools; Tuition; Universities

IDENTIFIERS- Integrated Postsecondary Education Data System

This directory lists all postsecondary institutions in the United States and its outlying areas known to exist as of April 1995. Data were obtained from the 1994-95 Integrated Postsecondary Education Data System (IPEDS) "Institutional Characteristics" survey. Volume 1 provides listings for 2,819 4-year and 2,657 2-but-less-than-4-year schools, while Volume 2 provides listings for 4,927 less-than-2-year schools. Introductory tables in each volume provide summary information. Institutions are listed alphabetically by state and include information on address and telephone number, type of control, highest degree offered, enrollment, tuition, room and board, programs, and accreditation. Both volumes contain two appendixes listing institutional changes (including additions, deletions, no longer accredited, and name changes) for 1992-93, 1993-94, and 1994-95 and a listing of accrediting bodies recognized by the Secretary of the U.S. Department of Education. (MDM) development in the field. The paper concludes that reflection in the context of service learning may enhance students' appreciation of the value of the the service learning experience. (Contains 11 references.) (MDM)

ED 404 934 HE 029 949

Singleton, Sharon E.; And Others
Faculty Service Enclaves: A Summary Report.
PUB DATE- Feb 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *College Role; Colleges; Higher Education; *Institutional Characteristics; Institutional Mission; Organizational Change; *Outreach Programs; Program Descriptions; *Public Service; School Community Relationship; Universities
IDENTIFIERS- *Faculty Service; New England

This study examined faculty service at colleges and universities in New England to determine the characteristics of service enclaves on campus. Interviews were conducted with faculty and administrators at Bentley College, Lesley College, Salem State College, and the University of Massachusetts-Boston in Massachusetts; Trinity College and the University of Hartford in Connecticut; and Providence College in Rhode Island. It was found that service groups took the form of schools and colleges (such as those involved in education or health), centers or institutes with a specific outreach mission, individual departments, and institutional partnerships with a school system or municipality. Service enclaves shared characteristics that enabled them to be functional, vital, and tied to the stated mission of the college or university in ways that distinguished them from individual, isolated service initiatives. These characteristics included leadership, flexibility, institutional support, consistency with institutional mission and culture, integration with research and teaching, and visibility. It is concluded that colleges and universities can use service enclaves as a mechanism for grassroots institutional change, and that highly institutionalized service enclaves had a marked effect on the service culture of their institution. (MDM)

ED 404 935 HE 029 950

Roselle, Ann; Chan, Karen
Collection Development Policy: Federal Government Publications at Eastern Washington University Libraries.
PUB DATE- Jan 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Libraries; *Government Publications; Higher Education; Library Collection Development; *Library Collections; *Library Material Selection; Library Policy; Selection Tools; *Weeding (Library)
IDENTIFIERS- *Eastern Washington University

This collection development policy serves as a guide for the selection and retention of depository government documents by the Government Publications Unit of the Kennedy Memorial Library of Eastern Washington University (EWU) in Cheney, Washington. The library selects approximately 65 percent of the

Financial data for the following individual schools are provided: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Nipissing University College, Le College Universitaire de Hearst, McMaster University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (JLS)

ED 404 955 HE 029 971

Financial Report of Ontario Universities 1995-96. Ancillary Enterprises.
PUB DATE- Jan 97
NOTE- 323p.; For related documents, see HE 029 968-970.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Ancillary School Services; *Budgets; College Housing; College Stores; Demography; *Educational Facilities; Educational Finance; Foreign Countries; Higher Education; *Income; *Public Colleges; State Universities; Statistical Data; Tables (Data)
IDENTIFIERS- Canada; *Ontario

This supplementary volume has been compiled from submissions prepared by each of the provincially assisted universities and federated and affiliated colleges of Ontario (Canada). The information in this volume provides further details concerning sources of revenue and types of expenses as reported for various ancillary operations. These include retail stores (including the bookstore), food services, residences, conferences, parking, publishing, and other ancillary enterprises. For these categories, data are provided regarding revenue including sales of services and products and fees, miscellaneous and investment income, government funding and donations. Data for cost of sales and services include wages, contractor fees, salaries, benefits, products, and other (supplies, uniforms, etc.). Direct costs include utilities, rental or other space costs, insurance (as charged to service), garbage, grounds costs (snow removal and upkeep), marketing and promotion, professional fees, taxes, and other. Equipment and capital costs include maintenance, capital projects, equipment and furniture replacement, non-capital equipment and furniture, reserve and depreciation, and mortgage and lease costs. Overhead costs, subsidies, allocation to reserves, accumulated surplus, and reserve balances are also reported. (JLS)

ED 404 956 HE 029 972

Burton, Larry
Overcoming the Inertia of Traditional Instruction. An Interim Report on the Social Work Faculty Development Program at Andrews University.
PUB DATE- 20 Feb 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Faculty; *Cooperative Learning; Curriculum Development; Experiential Learning; *Faculty Development; Higher Education; Program Evaluation; Small Group Instruction; *Social Work; Student Participation;

in Maryland Public Higher Education.
PUB DATE- Jun 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Teachers; *College Administration; *College Faculty; Higher Education; *Minority Group Teachers; *Public Colleges; Racial Differences; Salary Wage Differentials; State Surveys; Statistical Data; Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *African Americans; *Maryland

This report shows the progress made in the hiring of African-American faculty and senior administrators between 1985 and 1995 at Maryland public higher education institutions. Notable increases have occurred in the number of African-Americans employed full-time in the ranks of professor, associate professor, and assistant professor. The number of African-American faculty at these ranks more than doubled over the 10-year period at both community colleges and traditionally white institutions. The number of African-American full professors at traditional white institutions more than tripled since 1985 whereas African-American faculty at the historically black institutions increased slightly over the same period. At traditionally white institutions, average salaries of full-time African-American faculty exceeded those of whites at the professor and associate professor level but at the assistant rank, African-American salaries were less than those of whites. At historically black institutions, African-American faculty salaries at all ranks exceeded those for whites. Among African American and managers, the proportion outside of historically black institutions increased from 36 percent to 46 percent from 1985 to 1995. Salaries of African-Americans in full-time, senior administrative positions at community colleges and historically black institutions exceeded those of whites in 1995 and the average salary for both groups exceeded $60,000. (JLS)

ED 404 974   HE 030 017

A Study of the Workforce Needs of Maryland Employers.
PUB DATE- Sep 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Surveys; Degrees (Academic); *Education Work Relationship; Employer Attitudes; *Employment Projections; Higher Education; Job Skills; *Labor Force Development; Labor Market; *Labor Needs; Needs Assessment; *Personnel Needs; Program Effectiveness; Program Evaluation; School Business Relationship; Surveys; Tables (Data); Two Year Colleges; Vocational Education
IDENTIFIERS- *Maryland

The Maryland Higher Education Commission surveyed more than 2,500 employers in the state to learn what programs at various degree levels were desired by employers. The results were examined along with labor market data about the projected number of job openings in specific occupational areas. It was concluded that nearly 60 percent of job openings in Maryland through the year 2005 will require some form of education or training beyond high school and nearly one-third of all job openings will require a two- or four-year college degree with approximately type; participant journals; and student interviews. The study found a significant difference in the students' judging/perception attitudes. The satellite-delivered course participants, who are separated from the teacher, had a preference for the judging attitude which supports the theory that those individuals who prefer judging learn best when clear goals are established, there is a schedule, and there is closure. The computer lab classroom participants, who had immediate access to the teacher for guidance and spontaneity, had a preference for the perception attitude which supports the theory that those individuals who prefer perception are more flexible and adapt to last-minute changes. All learners were able to stay focused on the course when the teachers utilized a variety of teaching methods and models. Non-traditional learners have a high conative capacity, but it is essential to reinforce the interaction between learner and teacher in any classroom situation. Figures show GOA and MBTI study data. (Author/SWC)

ED 404 992   IR 018 285

Heaviside, Sheila; And Others
Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Economic Factors; *Educational Facilities; Educational Finance; Educational Research; Elementary Secondary Education; Financial Support; Information Sources; Information Technology; Inservice Teacher Education; *Internet; Online Systems; *Public Schools; School Location; School Size; *School Statistics; *Technological Advancement; Telecommunications
IDENTIFIERS- Access to Computers

The "Survey of Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, Fall 1996" collected information from 911 regular United States public elementary and secondary schools regarding the availability and use of advanced telecommunications, and in particular, access to the Internet, plans to obtain Internet access, use of advanced telecommunications by schools and teachers, and sources of support for advanced telecommunications in schools. This report presents selected data from the survey. Major findings of the survey include: (1) 65% of schools had Internet access; (2) 61% of elementary and 77% of secondary schools had Internet access; (3) large schools were more likely to have Internet capabilities than smaller schools; (4) suburban schools reported higher rates of Internet access than schools in rural areas or towns; (5) schools with high levels of students in poverty were less likely to be connected to the Internet; (6) 87% of schools without Internet access plan to have access by the year 2000, resulting in 95% of schools expecting to have Internet access by the year 2000; (7) 14% of all public school instructional rooms were connected to the Internet; (8) schools with Internet access varied in the number of rooms equipped with Internet capabilities, from one to more than five; (9) 20% of all teachers used advanced telecommunications for teaching; (10) 13% of schools have mandated advanced telecommunications

ED 405 011 JC 940 014

Bentley, Judith; Bourret, Roger
Using Emerging Technology To Improve Instruction in College Transfer English and English as a Second Language.
PUB DATE- Sep 91
NOTE- 41p.; Title III Cooperative Grant Project Reports, Parts I and II. For Part III, see JC 940 015.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; Community Colleges; Computer Oriented Programs; *Computer Uses in Education; Educational Technology; *English (Second Language); *English Instruction; Higher Education; Instructional Improvement; School Surveys; Teacher Attitudes; Two Year Colleges; Use Studies
IDENTIFIERS- *South Seattle Community College WA

After a new course in computer-aided writing was implemented at South Seattle Community College (SSCC), in Washington, a group of instructors met to evaluate the possibility of applying computer-aided instructional tools to the teaching of writing in College Transfer (CT) and English-as-a-Second-Language (ESL) courses at SSCC. For CT courses, the group reviewed the literature and surveyed faculty at SSCC to examine how computer classrooms were used in the teaching of writing, the extent to which they were used, advantages and disadvantages perceived by SSCC faculty in utilizing computers, and any limitations on use. They found that individuals used English lab computers more than whole classes, while advantages cited by teachers included the speed and ease of revisions, software providing drill and practice on skills, and professional look of student papers. Disadvantages cited were increased demand on students' time, student overreliance on spelling and thesaurus programs, and the inability of computers to store previous drafts of writing. The teachers also reported insufficient numbers of computers and available lab time. For ESL courses, the group explored the potential applications of computers in instruction and the technology available at SSCC and surveyed ESL programs in the Seattle area. The main uses of computers in ESL instruction were as a subject of instruction in English and as a tool for reading comprehension. Individuals were more involved than classes or whole institutions. (Contains 28 references.) (PAA)

ED 405 012 JC 940 015

Neff, George
Transferring Emerging Technology from ICT-115 "Computer Aided Writing" to a Three-Way Coordinated Program in Vocational Literacy.
PUB DATE- Sep 91
NOTE- 22p.; Title III Cooperative Grant Project Report. Part III. For parts I and II, see JC 940 014. There are references throughout this report to numbered appendices (I to XVI). For copyright reasons, these appendices are not attached.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College English; Community Colleges; Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Technology; English (Second Language); *English Instruction; Faculty Development; Feasibility Studies;

solving. The approach is used in a course on research methods and makes use of a networked computer system that includes electronic mail capabilities. The course covers non-experimental research methods in three units: field research, survey research, and correlational research. Instruction in psychometric scaling is provided during the final unit of the course, in which students are asked to design a correlational study that includes several psychometric scales. While students may incorporate existing scales into the study, they are also required to develop their own scales. The use of computer technology and electronic mail helps eliminate much of the time-intensive labor involved in scale development, with students submitting and rating test items electronically. The following steps are used in developing the psychometric scales: (1) the class selects a concept to be scaled; (2) each student submits five potential items for the scale; (3) the item pool is circulated via electronic mail and students rate each item; (4) the instructor prepares a statistical description of the items; and (5) students select the final items. An outline of the steps in preparing a scale is appended. (TGI)

ED 405 029   JC 970 135

Guay-McIntyre, Julie; And Others
Human Development or Developmental Psychology: That Is the Question, or What's in a Name?
PUB DATE- Mar 96
NOTE- 6p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; Comparative Analysis; Course Content; *Course Organization; *Developmental Psychology; *Educational Practices; Higher Education; *Professional Education; Teaching Methods; *Theory Practice Relationship; *Undergraduate Study

A project was undertaken to examine sources of variety in developmental survey courses found under the headings of developmental psychology and human development. Specifically, the project sought to determine how development-related content and pedagogy were customized to adapt to such academic contexts as psychology major courses and service for professional programs in education, nursing, and therapy and to identify problems associated with adapting content. Tensions were identified in all courses with respect to achieving depth versus breadth, emphasizing theory versus practical application, and stressing research findings versus personal experiences as a knowledge base. Twenty catalog descriptions and course syllabi were examined for similarities and differences in content and delivery, finding no consensus regarding minimal requirements for content and large discrepancies in the age ranges covered and topical versus chronological organization. Moreover, the varied emphases in subject matter found among colleges and between departments within colleges made it difficult for transfer students to earn equivalent course credit. One solution for overcoming the differences is to emphasize teaching methods that foster "liberal skills," assigning case study analyses, behavior observations, or field interviews to help develop research, writing, problem-solving, observation, interviewing, Action: Service-Learning at Middlesex Community College" (Pamela Edington and Donna K. Duffy); "Civic Democracy and Civil Diversity" (Robert W. Franco); "Service-Learning at the Community College of Rhode Island" (Jim Glasson); "One Model of Integrating Service-Learning into the Curriculum" (C. David Lisman); and "Historical Overview and Current Models of Service-Learning at Mesa Community College" (Sue McAleavey). Lessons learned from the field are then described with respect to overall project strategies that have proven successful and effective conceptual and operational strategies for developing service-learning programs. The final section provides the following five case studies detailing individual faculty members' experiences in developing service-learning activities: "Journey to a Shifting Paradigm" (Donna K. Duffy); "Cultivating the Spirit of Service" (Robert W. Franco); "Service and Social Transformation" (Jim Glasson); "A Civic and Community Development Model" (C. David Lisman); and "The Dean's Dilemmas" (Sue McAleavey). Biographies of contributing authors are attached. (HAA)

ED 405 047   JC 970 167

Droge, David, Ed.
Disciplinary Pathways to Service-Learning.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- Nov 96
NOTE- 121p.; Based upon work supported by the Learn & Serve America: Higher Education program of the Corporation for National Service; for related reports, see JC 970 162 and JC 970 166-165.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; College Faculty; Community Colleges; *Curriculum Enrichment; Developmental Studies Programs; *Educational Strategies; English (Second Language); Humanities; *Intellectual Disciplines; *Interdisciplinary Approach; Psychology; *School Community Programs; *Service Learning; Two Year Colleges

The second in a series on service-learning in the community college, this monograph presents 14 essays by community college faculty, chronicling their experiences in developing service-learning activities. Following two introductory essays describing the current status of service-learning and the purpose and organization of the monograph, the essay, "Service Learning: Theory and Rationale" (Susan J. McAleavey) is presented. The next section provides the following six essays detailing service-learning activities in specific disciplines: "Business and Management" (Sharon Niblock and Norman Kilgore); "Local Stories Local Style: Service-Learning and Composition" (Irena Levy); "Service-Learning and the Humanities" (Robin Fujiwaka); "Service-Learning and Psychology" (Tanya Renner); "Service-Learning and Reading Instruction" (Mavis Hara and Linka Corbin-Mullikin); and "Sociology" (Neghin Modavi). The third section describes service-learning across disciplinary boundaries and contains the following essays: "Developing Service-Learning in Developmental Studies" (Elizabeth Bryer and Carol Gish); "English as a Second Language Courses" (Lin Griffith); "Service-Learning in an Integrated Learning Community Program" (Gerry Rasmussen and Elizabeth Skinner); and "Tribal Colleges: Responding to Cultural Needs" (Kelly Ward). The final section provides resources for further information in the following essays: "Print and Organizational Resources" students, financial aid, enrollments in categorical programs, matriculation services, and basic skills and English as a Second Language enrollment; (2) student success, focusing on persistence, completion, completion by field of study, transfer, and income data for completers and dropouts; (3) student satisfaction, based on surveys of nearly 4,000 students and highlighting findings related to instruction, support services, and facilities; (4) staff composition, focusing on staff diversity and the ratio of full- to part-time faculty; (5) fiscal condition, presenting data on funding and fiscal stability; and (6) local indicators, developed to strengthen the connection of systemwide goals to CCSF programs and activities. Appendixes include data on enrollment by zip code and service area, enrollment by zip code for each CCSF campus, and the location of CCSF campuses in San Francisco. (HAA)

ED 405 066 JC 970 229

Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1996.
PUB DATE- Mar 97
NOTE- 20p.; For the 1995 report, see ED 395 621.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Disabilities; *Educationally Disadvantaged; Educational Opportunities; *Educational Strategies; *Equal Education; *High Risk Students; Minority Groups; Nontraditional Students; *Special Needs Students; State Programs; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Since the passage of legislation requiring Illinois colleges to develop plans for increasing the participation and advancement of underrepresented groups, the state's community colleges have used both special population grant funds and local college funds to address the needs of these groups. This report summarizes statewide initiatives and college efforts to support special populations during fiscal year (FY) 1996. The first section describes state-supported initiatives, such as the special populations grant program, centers of excellence in adult education, the Opportunities Program for welfare recipients, a statewide diversity initiative, and Lincoln's Challenge Scholarship Program for at-risk school dropouts. The second section provides examples of community college services for underrepresented groups in the following areas: (1) retention activities related to orientation, assessment, monitoring and advising, and improving the classroom climate; (2) transfer programs for minority students, including efforts to improve articulation and transfer centers; and (3) services for students with learning disabilities, including in-service faculty training in identifying learning disabled students. Tables showing the number of students served by college program in FY 1996 and the numbers of transfers to four-year colleges and universities for fall 1993 through fall 1995 are appended. (HAA)

ED 405 067 JC 970 230

A Report on the Condition of Facilities at Illinois Community Colleges.
PUB DATE- Mar 97
NOTE- 50p.; For the 1992 report, see ED 350 055.
LANGUAGE- English

and discusses more briefly 5 other studies. The current research substantiates the prevailing clinical belief that a sizable minority of individuals who were abused sexually as children do forget this abuse for a period of time. Research also indicates that this "forgetting" is different from normal forgetting and is clinically tied to the theoretical concepts of repression and dissociation. Researchers agree that further research is needed and that this research must be contextually congruent with the broader foundations of research into human memory. Contains 77 references. (EAJ)

ED 405 084 PS 024 938

Robinson, Helen; And Others
Restructuring for Student Success.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Continuous Progress Plan; Educational Assessment; Elementary Education; Instructional Effectiveness; *Instructional Improvement; Interdisciplinary Approach; *Mixed Age Grouping; *Nongraded Instructional Grouping; Nontraditional Education; *School Organization
IDENTIFIERS- Program Characteristics

In 1991, East Ward Elementary School (Texas) exemplified a dilemma in traditional instruction approaches, namely, that teachers working ever harder using traditional approaches were still not preparing the diverse student population to live in a highly technological, fast-paced world. The staff then engaged in research into the concepts of mixed-age/nongraded grouping, continuous progress, interdisciplinary curriculum, and alternative assessment to improve instruction at East Ward. All materials reviewed and all site visits indicated positive results academically and socially for students in nongraded environments. As a result of this research, the Total Learning Community, a nongraded primary program, was implemented at East Ward in the 1992-1993 school year. The program has eight components: (1) non-graded classrooms; (2) vertical teaming, or classrooms including families and wide-ranges of age and experience; (3) early intervention--an all-day pre-kindergarten program, based on the belief that the preschool years are critical for proper development; (4) interdisciplinary curriculum--with a focus on connecting curriculum to life; (5) alternative assessment--based on mastery of interim growth stages and outcome objectives; (6) inclusion--providing for the needs of individual learners; (7) parental involvement--aimed at renewing parental interest; and (8) a positive classroom climate. All assessment measures indicate accelerated growth for students in the Total Learning Community, and especially for students who stay in the program for at least 2 years. Contains 13 references. (WJC)

ED 405 085 PS 024 941

Healy, Jane M.
Your Child's Growing Mind: A Guide to Learning and Brain Development from Birth to Adolescence. Revised.
PUB DATE- 94

Graduate students enrolled in the play-based Curriculum Research Seminar at Pacific Oaks College (Pasadena) observed and wrote about how children began play and carried out various themes in early childhood settings, and how teachers encouraged or discouraged play themes. Findings indicated that some students related play to issues of bias, development, stress, and creativity. This paper examines the meaning of play as viewed by these students and the role of play within faculty members' interests in progressive education, human development, developmentally appropriate practice, arts in education, emergent curriculum, therapeutic settings, and bicultural, multiethnic contexts. A large portion of the paper examines how the seminar faculty and the college community studied and supported play by: (1) creating an art studio that gave children opportunities to play with different media; (2) examining the role of play within the emergent curriculum; (3) exploring the theory that play is a context for developing and revealing the child's sense of community; and (4) focusing on the play of bicultural children, teachers' response to that play, and cultural perspectives regarding the role of play in learning. (KDFB)

ED 405 102 PS 025 054

Feldman, Richard
Reflections on Play: Learning from Student Teacher Placements.
PUB DATE- 96
NOTE- 14p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperating Teachers; Higher Education; Observation; Placement; *Play; Primary Education; Recess Breaks; *Student Teachers; Student Teacher Supervisors; *Teacher Education; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Blocks; Vignettes

Noting that teacher educators should help preservice teachers not just to see play but also to participate in the realm of play, this paper presents three short case-vignettes illustrating the challenges to facilitating deep, differentiated play in typical classroom and school settings. The first vignette illustrates how seldom a first-grade teacher interacts with students during block building play, the notions of ownership and sharing reflected in children's reports on their "work," and block clean-up as a cognitive task. The second vignette highlights the building activity of four second graders, the teacher's need for assistance in working with block play, the role of the student teacher, and field trips to the buildings in question. The third vignette illustrates first and second graders' interest in accuracy in building with blocks, their positive reinforcement of each other's efforts, their incorporation of adults into their work, their understanding of the potential of resources, and how the teacher assumes the role of interested bystander to be educated by the children. The paper contends that school play should offer significant opportunities for developing children's comprehension and understanding of the world, and that school settings in which such play occurs are valuable placements for student teachers. (KDFB)

ED 405 103 PS 025 055

Klein, Amelia

Shaw, Jean M.
Growing and Learning: Ideas for Teachers of Young Children.
PUB DATE- 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Community Involvement; *Curriculum Development; Early Childhood Education; Educational Resources; Group Activities; Language Acquisition; *Learning Activities; Mathematics Instruction; Parent Participation; School Community Relationship; Science Activities; Science Curriculum; Social Studies; Teacher Collaboration; Thematic Approach; Units of Study; Young Children

Noting that children learn through active involvement and concrete experiences as well as through dialogue about these experiences, this book provides instructional guidelines and class activities to assist the cognitive, social, creative, personal, and physical development of young children based on early childhood research and theory. Chapter 1 of the book discusses the advantages of thematic unit planning, provides guides for classroom practice, and presents sample units designed around the themes of "Dinosaur," "Ourselves," and "Springtime." Chapters 2 through 5 provide background information on social living, language development, mathematics, and sciences, respectively; they also discuss implications for unit and curriculum planning, and describe several learning activities that may be used in thematic units. Chapter 2 includes classroom management principles to show democratic social values. Chapter 3 includes storytelling, drawing, book making, and journal activities to enhance language acquisition. Chapter 4 includes classification, ordering, and measuring activities, while chapter 5 includes activities in life science, environmental science, and physical science. Chapter 6, "People Working Together for Young Children," presents ideas for teacher collaboration and parent and community involvement. Contains 42 references. (KDFB)

ED 405 121 PS 025 124

Nunnelley, Jeanette C.
Behavior Guidance for Three and Four Year Old Children.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; Behavior Problems; Change Strategies; Discipline; Loneliness; Parent Participation; Positive Reinforcement; *Preschool Children; Preschool Education; Reflective Teaching; Self Esteem; Special Needs Students; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Behavior Management; Logical Consequences

Noting that obtaining desired behavior in early childhood classrooms requires an understanding of developmentally and who reviewed all segments of the manual. Part 1 of the manual presents five steps for playground evaluation and ongoing inspection and maintenance: (1) introduction to the evaluation tool kit; (2) a checklist to describe the general playground environment; (3) safety evaluation for specific playground equipment; (4) actions for playground upgrading after safety evaluation is completed; and (5) weekly playground safety inspections. Part 2 deals with the roles of early childhood, school, and park personnel as integral components of the playground safety support system. The manual was sent to all Early Childhood Services, Primary and Intermediate Schools, and Public Park Administrations in early 1995 with recommendations to maximize implementation and to increase the visibility of the government sponsoring agency, the Accident Rehabilitation and Compensation Insurance Corporation (ACC), in working with the organizations. Recommendations included having the local ACC branch offices provide materials and assist with playground upgrading as needed and having the ACC update the manual as standards change. Informal feedback indicates that the Manual had a strong, positive reception and is currently being implemented across the three user areas throughout New Zealand. (KDFB)

ED 405 139 PS 025 155

Ramsburg, Dawn
The Debate over Spanking. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Behavior Change; Behavior Problems; Child Rearing; *Corporal Punishment; *Discipline; Infants; Negative Reinforcement; Parent Child Relationship; *Punishment; Toddlers; Young Children
IDENTIFIERS- *Age Appropriateness; Disciplinary Styles; ERIC Digests

This digest explores some of the reasons for spanking, examines its effectiveness, and suggests alternative discipline methods. Many parents believe that spanking will teach children not to do things that are forbidden, stop them quickly when they are being irritating, and encourage them to do what they should. Others believe nonphysical forms of discipline are ineffective. Research suggests, however, that spanking does not lead to improved behavior and that children feel resentful, humiliated, and helpless after being spanked. Research also indicates that spanking may have potentially harmful long-term effects, such as increased aggression, violent behavior, impaired learning, and depression. To be effective, discipline should be age appropriate. Suggestions for parents of infants include: (1) grasping an infant's hand instead of slapping; (2) trading a toy rather than forcing an object from the infant; (3) baby-proofing your living space; and (4) leaving the room when your temper flares (after making sure the baby is in a safe place). Suggestions for parents of toddlers include: (1) making sure the environment is safe; (2) avoiding direct clashes with the toddler; (3) using your size and strength to eliminate illiteracy. Includes photographs, chapter notes, and an index. (LP)

ED 405 155 RC 020 941

CAL Community School: An Invitation to Patrons To Participate. 1995-96 Report to the Community.
PUB DATE- 96
NOTE- 13p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Annual Reports; *Community Schools; Curriculum; Educational Finance; *Educational Objectives; Elementary Secondary Education; Enrollment; Extracurricular Activities; Mission Statements; *School Activities; *Small Schools; Values Education
IDENTIFIERS- *Character Development; Iowa; Unit Schools

This annual report provides information on the CAL Community School, a small K-12 school that serves the communities of Alexander, Coulter, and Latimer, Iowa. The mission of the school is to provide a positive educational environment, maintain high academic standards, and promote the value of life-long learning among students. In addition, the school encourages students' character development through valuing respect, integrity, positive relationships, personal responsibility, citizenship, and vision. Goals identified by the school's community include that students will learn to live self-directed accountable lives, will communicate effectively, will be able to process and apply knowledge and academic skills, will effectively apply personal life skills, will work and think independently and collaboratively, and will behave as members of a global society. During 1995-96, CAL Community School designed and built a state-of-the-art communication network classroom allowing students, staff, and community members to interact with learning sources across the state; designed and installed a local area network that provides schoolwide Internet access; implemented staff development programs; introduced a model to assist students and staff in solving academic and social problems; expanded assessment for evaluating student achievement; updated the district policy manual; conducted a retreat that identified connections between CAL's learning objectives and character development; and honored employees for their service. During 1995-96, students were recognized for their academic achievement, attendance, completion of college courses, team sports and band, and other state competitions. The report also includes information on special programs, extracurricular programs, achievement test results, follow-up on 1995 graduates, enrollment and attendance, staff, and school finances. (LP)

ED 405 156 RC 020 942

Wyman, Andrea
Rural Women Teachers in the United States: A Sourcebook.
PUB DATE- 97
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131), Historical Materials (060)
DESCRIPTORS- Amish; Annotated Bibliographies; Diaries; *Educational History; Elementary Secondary Education; Feminist

problems of their implementation, this project uses a combination of "methods modules" for wetlabs and FISHFARM, a computer simulation of a commercial aquaculture enterprise. FISHFARM served as an introduction to the process of scientific inquiry and data analysis. In the wetlabs part of the course, students designed and carried out experiments using traditional "bench" science. Methods modules were used to help students develop the necessary skills. These modules used videotapes to demonstrate procedures. The program was evaluated on four aspects of student achievement: lecture exam scores, process skills, opinions on the nature of science, and writing ability. There were no differences between students in this experimental group when compared to a control group. Data on student opinion was also collected and showed positive views for the approach. The following topics are found in the appendix: list of methods module videotapes; summer schedule for investigative labs; database summary of student projects; process skills and nature of science test; and student opinion data. (PR)

ED 405 171 SE 054 575

Jacobs, Victoria R.; Lajoie, Susanne
Statistics and School Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Grouping (Instructional Purposes); Junior High Schools; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Middle Schools; *Sex Differences; *Statistics
IDENTIFIERS- *Middle School Students

Statistics is assuming a new role in the mathematics curriculum for K-12 students. This bulletin presents excerpts from papers on two studies that were carried out to develop a knowledge base that would enhance statistics instruction in middle school classrooms. The first paper, "Statistics in Middle School: An Exploration of Students' Informal Knowledge," reports the results of introducing high-ability middle school students (n=10) to enrichment activities designed to promote statistical discussion. By the end of the 13-week program, students' test performance suggested that their general level of statistical reasoning had increased. The second paper, "How Do Group Composition and Gender Influence the Learning of Statistics," reports a study designed to test the ways in which group composition influences learning. Eighth-grade students (n=21) were divided into eight same-gender groups consisting of either two or three students. Results showed females performed as well as males in statistical knowledge. Contains 25 references. (MKR)

ED 405 172 SE 054 633

Iozzi, Lou; Halsey, Brent, Jr.
Environmental Education Activity Guide: Pre K-8.
PUB DATE- 93
NOTE- 402p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)

Concepts; Geometry; Government Role; Higher Education; *Human Geography; Map Skills; *Measurement; Nonmajors; *Physical Geography; Social Sciences; Teaching Methods; Visual Perception
IDENTIFIERS- *Shapes

The concept of shape often enters introductory cultural geography textbooks through the subject of political geography. This paper focuses on a quantitative way to introduce the concept of shape to students of cultural geography. The measure used in this approach was to compare the perimeter of the sovereign state with the perimeter of a circle having the same area as the state. Students, on noting both the quantitative shape index and the qualitative descriptions of outline and the shape traced from conformal maps, learn that shape is subject to the perceptions and interpretation of the individual geographer. They also learn that the importance of shape and compactness to national security and communications is dependent on available technology with the developmental stage of the country being considered. Following a short discussion of shape and its use in the theoretical political geography context, a review of shape measurement as used in the physical and social sciences is provided. The method for calculating an index of shape, with data and examples using sovereign states, is then provided. The paper closes with an example of an exercise that has been used successfully by students in introductory cultural geography classes designed for nonmajors. (PVD)

ED 405 193 SE 059 755

Kanis, Ira B.; Yasso, Warren E.
Earth Science Activities: A Guide to Effective Elementary School Science Teaching.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Constructivism (Learning); Cooperative Learning; *Earth Science; Elementary Education; Elementary School Science; Environmental Education; Investigations; Pollution; *Science Activities; Science Materials; Scientific Concepts

The primary emphasis of this book is on new or revised earth science activities that promote concept development rather than mere verification of concepts learned by passive means. Chapter 2 describes philosophies, strategies, methods, and techniques to guide preservice and inservice teachers, school building administrators, and curriculum developers in their efforts to increase student achievement in elementary school science. The investigations included therein are based on a problem solving procedure which is discussed in Chapter 3. Chapter 4 highlights the activity format, the cooperative learning method, and assessing readiness for activities and mastery of concepts. Chapters 5 to 14 contain Earth science activities based on major themes including predictable relationships between the sun, earth, and moon; daily and yearly Earth-Sun relationships; weather; constant motion of the Earth's waters; earthquakes; constant motion of lithospheric plates causing folding, faulting, and mountain building; fossils; weathering, erosion, and deposition; quality of the soil, air, and water; and improving the environment. Chapter 15 provides a unique presentation of the development and use of authentic assessment procedures by classroom teachers. Contains references and lists of resources including science periodicals, environmental and affecting teaching emphasis: (1) inquiry science; (2) affective science; (3) humanistic science; and (4) academic science. The findings also suggest that the contribution of mathematics application skills and laboratory techniques and skills to teaching emphasis is relatively small. Contains 32 references. (DDR)

ED 405 214 SE 059 803

Tuan, Hsiao-Lin; And Others
The Development of a Questionnaire for Assessing Student Perception of Teachers' Knowledge in Taiwan and Australia.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Constructivism (Learning); Educational Strategies; Foreign Countries; Junior High Schools; Junior High School Students; Knowledge Base for Teaching; Questionnaires; Science Instruction; *Science Teachers; *Student Attitudes; Teacher Education Curriculum; *Teacher Evaluation
IDENTIFIERS- Australia; Taiwan

The goals of this study were to explore students' perceptions of how teachers' science teaching matched students' understanding and needs levels, report on the development and validation of a questionnaire to probe these perceptions, and compare junior high school students' perceptions from Taiwan and Australia. Descriptions of both the pilot study and the main study are included. Taiwanese students (N=1800) and Australian students (N=500) responded to the questionnaire which employed a conceptual framework of four categories: (1) instructional repertoire; (2) representational repertoire; (3) knowledge of students' understanding; and (4) knowledge of subject matter. Examination of the mean data for these categories indicates that there is little difference between the perceptions of Taiwanese and Australian students about their teachers' knowledge. The instrument is useful for teachers in identifying students' perceptions of their own teaching performance. Contains 18 references. (DDR)

ED 405 215 SE 059 804

Dickinson, Valarie L.; Flick, Lawrence B.
Children's Ideas in Science: How Do Student and Teacher Perspectives Coincide?
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Constructivism (Learning); *Educational Change; Educational Innovation; Elementary Education; *Elementary School Teachers; Hands on Science; Peer Evaluation; Reflective Teaching; Science Instruction; *Student Attitudes; Student Centered Curriculum; Teacher Attitudes; Videotape Recordings

plans are effective for the courses for which they were designed. How transferable they will be to other contexts remains to be seen. (DK)

ED 405 233 SO 023 517

McGinnis, James; And Others
Educating for Peace and Justice. Volume II: Global Dimensions. Seventh Edition.
PUB DATE- 84
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; *Controversial Issues (Course Content); Developing Nations; Elementary Secondary Education; Foreign Policy; Higher Education; Hunger; International Programs; *Peace; *Political Attitudes; *War; *World Problems
IDENTIFIERS- *Peace Education

This document, a handbook for teaching peace education, is for use as part of a carefully planned strategy to achieve both the substantive and normative goals of peace education. Objectives include knowledge of the causes of violence and injustice and the possibilities of transcending them and attitudes favoring the behavioral and structural changes such transcendence will require. The handbook provides a counterbalance to most mainstream curricula that assume the inevitability of most political violence and irreversibility of much social injustice. Both peace and justice are attainable goals, according to the handbook, as long as people develop peace related skills and knowledge and faith in the ability to enact change. New to the latest edition of the handbook are: (1) extensive case studies; (2) numerous stories about individuals, particularly young people; (3) expanded action suggestions; (4) an expanded peace section; (5) multiple perspectives on issues raised; and (6) the elimination of religiously oriented activities. Chapters address such subjects as world hunger, global poverty, global interdependence, foreign policy, and war and the military. The handbook includes a foreword, a preface, notes on how to use the book, a play script, and a list of helpful organizations. (SG)

ED 405 234 SO 023 834

Wolowiec, Jack, Ed.
Copyright, Jury Selection, and Sexual Harassment.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; Civics; Civil Law; Civil Liberties; Constitutional Law; *Court Litigation; *Law Related Education; Resource Materials; Resource Units; Secondary Education; Social Studies
IDENTIFIERS- American Bar Association; *Supreme Court

"Update on the Courts," a resource for civic education, helps teach secondary school students about today's important Supreme Court and other judicial decisions, the legal issues involved, and the impact of the decisions on the students' lives. This issue features a lesson on copyright laws, a case overview and lesson on sexual harassment, and an overview of a case dealing with jury selection. (RJC)

ED 405 252 SO 026 670

Otero, George G.; Harris, Zoanne
Death: A Part of Life.
PUB DATE- 81
NOTE- 100p.; Includes 20 color slides not available from EDRS. For the 1975 edition, see ED 128 269.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Beliefs; *Cultural Activities; Cultural Awareness; *Death; Folk Culture; Food; Foreign Countries; Grief; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Material Culture; Mexicans; Middle Schools; Religion; *Values
IDENTIFIERS- *Dia de los Muertos; Festivals; Mexican Arts; *Mexican Culture; Mexico

This two-part curriculum unit includes 20 slides depicting Days of the Dead in Mexico and the United States. The unit is designed to help middle school students compare customs and practices associated with death throughout the world in a way that promotes understanding of the values and needs that produce and are reinforced by death rituals and burial customs. The lesson structure provides a setting for students to express and understand their own needs and feelings regarding death customs in the context of a universal human experience. In "Part One: Views on Death," activities are designed to increase student knowledge of death and burial customs, form and evaluate generalizations about the purposes and various functions of death-related practices, and examine attitudes toward death as evidence of what people value in life. "Part Two: Days of the Dead - Dias de Los Muertos" encourages students to examine Mexican, and other cultural attitudes toward death. The Days of the Dead celebrate death in an open joyous, festive way. These interdisciplinary lessons employ art making experiences, food preparation, language arts activities, and field trip experiences to facilitate student understanding of this celebratory cultural expression. Each section provides a bibliography for further research. Reproducible student handouts are provided. (MM)

ED 405 253 SO 026 690

Walker, Lester
Block Building for Children: Making Buildings of the World with the Ultimate Construction Toy.
PUB DATE- 95
NOTE- 163p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architectural Education; Art Education; Building Design; Construction Materials; Design; Elementary Education; Games; *Play; *Toys
IDENTIFIERS- *Blocks

This book presents a series of projects for children of all levels of expertise, beginning with abstract patterns, rows, and towers and progressing to step-by-step instructions for 18 projects, including a bridge, boat dock, airport, shopping

*Architecture; Buildings; *Built Environment; Community Resources; Cultural Activities; Cultural Background; Cultural Maintenance; Elementary Secondary Education; Fine Arts; Folk Culture; Heritage Education; Local History; *Material Culture; Popular Culture; Realia; Social Studies; *Visual Arts; *Visual Perception

This book presents very basic but important concepts about architecture and outlines some of the most important concepts used by great architects. These concepts are taught at levels of perceptual maturity applicable to adults and children alike and progress from levels one through seven as the concepts become progressively intertwined. The position is taken that the lay public has not grown much beyond the fourth grade level in visual literacy. Visual literacy is the ability to 'read and write' visual images as witnessed in the environment. Two issues of protecting the built environment through preservation and making the new environment a beautiful one are addressed. The lessons in the book have an educational, developmental sequence focusing on the concepts of: (1) likenesses and differences; (2) order; (3) similes; and (4) creative and productive thinking. Each level/activity has an accompanying visual time line to demonstrate the lesson's concept. Historic recognition of periods and styles of architecture comprises a large portion of the book. (EH)

ED 405 275 SO 027 126

Stark, Rebecca
Anthropology. Teacher Edition. Revised and Student Edition.
PUB DATE- 93
NOTE- 162p.; Text of a separate student edition incorporated in this document; student edition is available separately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthropology; *Cross Cultural Studies; Cultural Activities; *Cultural Awareness; *Cultural Context; Cultural Traits; *Folk Culture; Global Approach; Human Geography; Secondary Education; Social Studies; Social Values; Teaching Guides

The teacher and student editions of this book introduce students to the subject of anthropology and the subfields into which it is divided. Students learn about the beginnings of anthropology as an outgrowth of the curiosity stimulated by the Age of Exploration and how it grew into the basic field it is today. Students examine the origins and evolution of the human species, as well as become aware of a wide variety of recent and contemporary societies. Students learn that people share certain basic needs despite differences among lifestyles and beliefs. The self-directed activities emphasize higher-level thinking skills and the activities have been keyed to Bloom's Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. Other higher-level skills such as fluency, flexibility, originality and risk-taking are encouraged. Sections of the books include: (1) "What is Anthropology"; (2) "Human Evolution"; (3) "The Ages of Man"; (4) "Culture and Society"; (5) "Subsistence Techniques"; (6) "Early Civilization: The Urban Revolution"; (7) "Technological Adaptations"; (8) "Economic Organization"; (9) "Social Organization"; (10) "Political Organization"; (11) "Ideology and Religion"; (12) "The Arts"; (13) "Language and Other Ways of and disappointment with professional development. (ND)

ED 405 297 SP 037 173

Sports Injuries in Youth: Surveillance Strategies. Proceedings of a Conference at the National Institutes of Health (Bethesda, MD, April 8-9, 1991).
PUB DATE- Nov 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Athletics; College Students; Higher Education; High Schools; High School Students; *Injuries; *Physical Education; Prevention; *Sports Medicine
IDENTIFIERS- *Sport Injuries

This conference was convened to develop guidelines for programs to monitor the rates and costs of youth sports injuries. Following the Preface (L. E. Shulman), Introduction (D. G. Murray), and Summary (D. G. Murray), "Subjects for Further Research or Implementation" are listed. The 19 papers presented at the conference were: (1) "Funding Sources for Sports Injury Research" (S. L. Gordon); (2) "What Is Surveillance?" (N. J. Thompson); (3) "The Scope of the Problem: The Impact of Sports-Related Injuries" (R. K. Requa); (4) "Costs and Insurance" (K. S. Clarke); (5) "Legal Issues" (R. T. Ball); (6) "Massachusetts: A Case Example of How Surveillance Systems Work" (S. S. Gallagher); (7) "High School Injury Surveillance Systems" (D. G. Murray); (8) "National Athletic Trainers' Association High School Study" (J. W. Powell); (9) "An Epidemiologic Approach toward the Surveillance of Sports and Recreation-Related Injuries" (R. E. LaPorte and S. Dearwater); (10) "How To Design a Sports Injury Surveillance System" (N. J. Thompson); (11) "Existing Data Sources for Sports Injury Surveillance" (D. E. Nelson); (12) "Quality-Control Issues" (R. B. Wallace); (13) "Description of Sports Participants and Problems in Obtaining Data" (J. W. Powell); (14) "Sports Injury Surveillance from the NCAA" (R. W. Dick); (15) "System Planning: An Interdisciplinary Team" (J. G. Garrick); (16) "System Startup and Operation" (J. W. Powell); (17) "Research Data for Public Consumption" (T. J. LeGear); (18) "Loss Control Decisionmaking" (K. S. Clarke); and (19) "Implications for Additional Research" (J. P. Albright). Address data on the Planning Committee and contributors are provided. An executive summary is included in a separate booklet. (ND)

ED 405 298 SP 037 174

Beat the Smokeless Habit. Game Plan for Success. Third Edition.
PUB DATE- Jun 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Athletes; Baseball; Colleges; College Students; Health Education; *Health Materials; *Health Promotion; Higher Education; Instructional Materials; Pamphlets; Prevention
IDENTIFIERS- Chewing Tobacco; *Smokeless Tobacco

This guide was originally designed for professional baseball players but it is now distributed to college athletes. The facts and strategies apply to any athlete in any sport. Use of smokeless tobacco or snuff greatly increases the risk of developing oral cancer and other serious medical conditions.

these novice teachers, the effective practitioner was a caring, committed, highly creative, proficient reflective thinker with a strong internal locus of control. Most of the participants viewed themselves as above average creative and reflective thinkers with a moderate internal locus of control. During their first year, they had often been overwhelmed and constrained by large teaching assignments, bureaucratic inefficiency, and administrative indifference. However, these first-year teachers remained dedicated to teaching and confident of professional growth. Finally, qualitative data from this study identified preservice and inservice curricula and activities that may maximize growth in technical expertise, teaching artistry, and reflective thinking. It is hoped that such information will assist teacher educators in implementing the principles of effective teaching and reflective practice. (Contains 49 references.) (Author/JLS)

ED 405 317 SP 037 195

Gee, Jerry Brooksher
Tutorials in an Elementary School Taught by Sophomores Majoring in Education: A Review of Literature and Results of a Pilot Study.
PUB DATE- 7 Nov 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; College Students; Education Majors; Elementary Education; Field Experience Programs; Higher Education; *Instructional Effectiveness; Preservice Teacher Education; *Tutoring

The purpose of this study was to plan and implement a tutorial program in an elementary school setting to: (1) provide practical experience for undergraduates majoring in education; and (2) assist elementary students in the acquisition of basic skills on an individual basis. Students from a sophomore level survey class were selected to participate in this pilot program. It was determined that children in grades 1-4 needing additional assistance with reading, arithmetic, and general homework assignments would be organized into small groups with each college student having the opportunity to tutor on a rotating basis. All materials taught were a continuation of lessons previously introduced by the regular classroom teacher. Tutees in all grades showed some improvement with greatest improvement in reading and arithmetic found in grades 2-4. Classroom teachers were positive in their responses to the pilot program. Their suggestions included scheduling the same tutor with the same group of students for each visit and more advance notice on scheduling of tutor visits. The undergraduate students indicated that the experience brought them more confidence regarding their decision to become teachers, gave them practical knowledge about teaching, exposed them to varied teaching strategies, gave them practical grounding to theory, and allowed them a more realistic perspective of the teaching profession. (Contains 10 references.) (JLS)

ED 405 318 SP 037 196

Hale, Judy A.
Perceptions of Elementary Education Majors: Students Reflect upon

identification and socialization that continues throughout their careers. (JLS)

ED 405 336 SP 037 219

Myers, Charles B.
Reconceptualizing Learning, Teaching, and Schools as the Next Stage in Teacher Education Reform and School Renewal.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constructivism (Learning); *Educational Change; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; *Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *Reflective Teaching; *School Restructuring
IDENTIFIERS- Canada; *Reform Efforts; United Kingdom; United States

An analysis of a number of university-school collaborative efforts in the United States and Canada to establish professional development schools, and of action research efforts in the United Kingdom, has shown that the partnership efforts studied devote significantly less attention to ideas about the nature of learning, teaching, schools, and teacher learning than the attention they devote to the mechanics of establishing the partnerships and to the interpersonal relationships involved. The thinking and activity of many such efforts, including teacher education reform efforts, are not congruent with the research literature or reform-oriented scholarly writing on learning, the knowledge base for teaching, adult learning, reflective practice, and teacher development. As the appropriate next stage, it is recommended that university-school partnerships and teacher education reform efforts be merged with broader-scale school renewal efforts and be rethought to include recent conceptualizations of the nature of learning, schools, teaching, and teacher professional development. Four visions are suggested as part of the rethinking: (1) see learning as experience-based intellectual construction; (2) see teaching as professional problem-identification and problem-solving; (3) see schools as morally based communities of learners; and (4) see professional knowledge, competence, and values as developments from reflective practice. (Contains 27 references.) (JLS)

ED 405 337 SP 037 220

Rodriguez, Yvonne E.; Sjostrom, Barbara R.
Cultural Moments: A Teaching Strategy for Preparing Teachers for Cultural Diversity.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

change, manipulate, or give a voice to certain people and their cultures, but action research is not ethnography; it is political activism to right perceived wrongs and promote the researchers' beliefs. The abuse of ethnography to establish special beliefs as truth is the main issue for the ethics of qualitative field studies. The qualitative field researcher must be characterized by a child-like innocence, good manners, and a facile mind determined to know and understand other cultures. (SLD)

ED 405 355 TM 026 190

Moallem, Mahnaz
Analysis of Job Announcements and the Required Competencies for Instructional Technology Professionals.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; College Graduates; *Competence; Computer Literacy; *Computers; Content Analysis; *Educational Technology; Elementary Secondary Education; *Employment Qualifications; Higher Education; *Instructional Design; Job Skills; Knowledge Level; School Districts
IDENTIFIERS- *Job Announcements

A study was conducted to analyze current job announcements in the field of instructional design and technology and to produce descriptive information that portrays the required skills and areas of knowledge for instructional technology graduates. Content analysis, in its general terms, was used as the research method for this study. One hundred fifty job announcements collected within a 3-year time period were reviewed and categorized into one of the three types of organizations of institutions that announced the position: (1) business and industry; (2) government and military; and (3) university/college/school district. Results are summarized in frequency tables that list competencies for different types of organizations and different types of degrees. Results indicate that job requirements for masters' graduates are different from those for doctoral graduates. They further suggest that, although core courses in instructional design and development appear to be the foci of instructional technology programs, different electives and internship courses may be needed for students who have different career goals. With increasing numbers of job opportunities for instructional designers in higher education and in business and industry, the importance of emphasis on the knowledge and application of computers becomes more critical, and indeed is increasing over time. (Contains 12 tables and 8 references.) (SLD)

ED 405 356 TM 026 191

Woodruff, David J.; Hanson, Bradley A.
Estimation of Item Response Models Using the EM Algorithm for Finite Mixtures.
PUB DATE- Sep 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 404 916 HE 029 921

Brooks, Sean, Ed.; Knowles, Alison, Ed.
Education for Action. Undergraduate and Graduate Programs That Focus on Social Change. Expanded Third Edition.
PUB DATE- 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Environmental Education; Global Education; *Graduate Study; Higher Education; Humanitarianism; Program Descriptions; *Social Action; *Undergraduate Study

This book provides a comprehensive guide to graduate and undergraduate programs focusing on social change that are recommended by Food First, a non-profit research and education center with a mission of empowering citizens to address the root causes of hunger, poverty, and environmental decline. Listings provide the name and address of the institution; degrees offered; telephone, fax, and electronic mail information; a brief description of the programs offered; courses; key faculty; and admissions information. Listings include programs in agriculture, anthropology, area studies, development/international relations, economics, education, environment, ethnic studies, geography, history, human rights, law, peace studies, political science, public health/nutrition, sociology, urban planning, and women's studies. (MDM)

ED 404 917 HE 029 922

Attmore, Robert H.
Interboro Institute, Report 93-T-5.
PUB DATE- 15 Nov 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Audits (Verification); Career Education; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Grants; Inspection; Postsecondary Education; Program Administration; *Proprietary Schools; Scholarships; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Interboro Institute NY; New York; Supplemental Tuition Assistance Program NY; Tuition Assistance Program NY

The New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) awards at the Interboro Institute (New York) for the 1989-90 through 1991-92 academic years. Interboro Institute is a proprietary degree-granting school that offers various programs leading to two-year degrees in occupational studies. TAP and STAP are student grant and scholarship programs administered by the Higher Education Services Corporation (HESC) to provide tuition aid to full-time students enrolled in approved programs. According to HESC's records, Interboro received 5,600 TAP and STAP awards totaling $9,343,317 on behalf of 3,056 students from 1989-90 through 1991-92. Out of a statistical sample of 200 awards totaling $340,354 for 192 students, 112 awards totaling $189,664 were disallowed. Awards in the sample were disallowed because depository items distributed by the U.S. Government Printing Office. All items in the basic collection of the "Federal Depository Library Manual" are selected. Special emphasis is given to selecting documents in fields of interest to the university community, including biology, business, education, health, and urban and regional planning. Coverage concentrates on the most recent 5 years, documents in English, and documents relevant to the northwestern United States. Selection and weeding decisions are made with knowledge of the scope of other depository collections in the region, with the most important criteria for the weeding of materials being usage. Three appendixes provide information on the demographics of EWU students, the fifth congressional district of Washington, and selection criteria. (MDM)

ED 404 936 HE 029 951

Pollard, Mignonne Y.
African Sojourn: Two Narratives of African American Women Educators' Educational Philosophy.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biographies; *Blacks; *College Faculty; Cultural Influences; Educational Attitudes; *Educational Philosophy; Ethnicity; *Females; Foreign Countries; Higher Education; Racial Attitudes; *Racial Identification
IDENTIFIERS- Africa; *African Americans; United States

This paper examines how the educational philosophies of two representative African American women university professors were influenced by multiple sojourns between Africa and North America. Two African American women born in the 1940s were interviewed about their early educational experiences, racial identity, and experiences in Africa. Each woman had spent a minimum of 3 consecutive years in a West African country. The interviews indicated that these women's educational philosophies had developed over time and that a firm grounding in African American culture influenced their lives and work. Their early experiences with racism, familial philosophy and community bonds, and careers in international development helped shape the women and influenced how they navigated the world of academia. The paper traces their shift in identity from Black to American, to the combination of an identity that includes one of an African American academic and all of the complexities that this possesses for the two women. (Contains 26 references.) (MDM)

ED 404 937 HE 029 952

Kochan, Frances K.
Problems, Solutions, and Benefits of Professional Development Schools as Perceived by University Faculty.
PUB DATE- 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Regional Education Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Teacher Education; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Andrews University MI

A program of faculty development was designed and implemented at Andrews University (Michigan). The training design included presentation of instructional theory, demonstration of instructional strategies, practice of the strategies by participants, feedback on practice sessions, and on-going peer- and instructor-support. The following topics were included: cooperative learning strategies to improve everyday instruction, dimensions of learning to improve planning, and role play teaching methodology to refine a technique already in use. Ninety-minute mini-sessions were scheduled one month after each all-day session. The implementation of the program after the first sessions was measured by personal implementation logs and study group logs. Self-reported use of cooperative techniques ranged from none to 10 reported uses. The most used cooperative structure during the reporting period was "Think-Pair-Share" and its variations. The major obstacle that emerged to the use of faculty study groups was time. While study groups are vital to the success of faculty development programs, the structure of the academy appears to work against their implementation. Among the lessons learned so far are that change requires commitment, implementation can begin small and grow but too slow a pace kills the process, a minimum number of instructional hours are required before implementation can begin, and it is more effective to schedule initial training in longer blocks. (JLS)

ED 404 957 HE 029 975

Oblinger, Diana G., Ed.; Rush, Sean C., Ed.
The Learning Revolution. The Challenge of Information Technology in the Academy.
PUB DATE- 97
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; College Faculty; Computer Assisted Instruction; Computer Managed Instruction; *Educational Change; *Educational Innovation; *Educational Technology; Higher Education; *Information Technology; Microcomputers; *Teacher Role; Teaching Methods; Technological Advancement

This book addresses the fundamental changes occurring in higher education, centering on productivity, quality, access, and competitiveness. The 15 chapters illustrate how public and private institutions are providing leadership for the higher education revolution. Chapters include: (1) "The Learning Revolution: (Diana G. Oblinger and Sean C. Rush); (2) "The Transformation of Higher Education" (Michael Hooker); (3) "Another Paradigm Shift" (Charlie Tuller); (4) "Higher Education in the Information Age" (Gregory C. Farrington); (5) "Moving Toward a Mobile Teaching and Learning Environment: Using Notebook Computers" (Donald Sargeant); (6) "Project Vision: Toward More Active and Collaborative Learning" (Robert E. Dunham); (7) "Reengineering the Undergraduate Curriculum" (Jack M. Wilson); (8) "Collaborative Legal Education" (Steve H. Nickles and Craig Runde); (9) "Transforming the Community College" (Terry O'Banion); (10) "Tradition and Change in Quest of Excellence" (Thomas K. Hearn, Jr.); (11) "The Library of the

26,000 Maryland job openings each year through 2005 requiring a college degree. General managers and registered nurses are projected to represent the largest number of job openings. Other occupations projected to have a large number of vacancies are bankers, sales workers, accountants, physicians, computer programmers, food/lodging managers, teachers and college faculty, electronic data processors, and electrical engineers. Certificate and degree programs most frequently named as not producing adequate numbers of qualified graduates were the health professions and business management. The highest demand bachelor's degrees were in business, the health professions, engineering, and computer science with a similar demand for master's and doctoral degrees. Tables include demand by region and county. The survey form and list of employers who responded are appended. (JLS)

ED 404 975 HE 030 018

A Study of Access to Higher Education Institutions in Maryland.
PUB DATE- Oct 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; Colleges; Community Colleges; Educational Demand; Educational Trends; *Geographic Distribution; *Higher Education; Long Range Planning; *Population Growth; *Population Trends; School Demography; State Colleges; State Universities; Statistical Analysis; Tables (Data); Two Year Colleges
IDENTIFIERS- *Maryland

The Maryland Higher Education Commission examined the degree of access which residents of various regions of Maryland have to higher education facilities to determine whether any of these areas are under-served. Southern Maryland, Mid Maryland, and Frederick County are projected to be the fastest growing areas of the state during the next 20 years in population aged 18 to 44 years. Decline in this population age group is expected in Baltimore City and Baltimore County. There are also expected to be declines in Prince George's County and Montgomery County but these counties are expected to continue to lead the state in college-going age population. In all but two jurisdictions, a majority of students were enrolled at institutions within their own region; the percentages were highest in the more remote areas. Less than half of the students in Montgomery County and Mid Maryland attended college in these areas which each lack a public four-year institution. Jurisdictions with the highest amount of access are Prince George's County, Baltimore City, and Baltimore County. Those with moderate access are Montgomery County, Western Maryland, Anne Arundel County, Lower Shore and Mid Maryland. The least amount of access is found in Southern Maryland, Frederick County, Susquehanna, and the Upper Shore. Thirty-one tables of data and an appendix detailing enrollment by county are included. (JLS)

ED 404 976 HE 030 019

Relationship between High School and College Performance by Maryland Students. Student Outcome and Achievement Report.
PUB DATE- Nov 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

training for teachers, 31% provide incentives for training, and 51% rely on teacher-initiated participation; and (11) funds from the school district support advanced telecommunications for 83% of schools. Data tables and standard error tables are provided. (Author/SWC)

ED 404 993 IR 018 287

Technical Specifications. Revision No. 1.
PUB DATE- Feb 96
NOTE- 23p.; For "Mississippi Master Plan for Educational Technology," see ED 398 868.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Computer Printers; *Educational Equipment; *Educational Policy; *Educational Technology; Elementary Secondary Education; *Equipment Utilization; Internet; Microcomputers; Optical Data Disks; *Specifications; Workstations
IDENTIFIERS- Apple Macintosh; *Computer Use; Connectivity; Electrical Wiring; IBM Personal Computer; Laptop Computers; *Mississippi; Multimedia Technology

The technical specifications for educational technology in the state of Mississippi which are contained in this publication represent the minimum criteria for utilization of the equipment. Information is provided for PC (personal computer) and Macintosh platforms where applicable on: workstation specifications; multimedia/teacher presentation systems; cross platform workstations; laptop computers; network specifications; file/print or Internet servers; network wiring systems; compatible printers; Internet providers; tape backup units; CD-ROM systems; uninterruptable power supplies; and other external equipment. (AEF)

ED 404 994 IR 018 288

School District Technology Planning Handbook. Mississippi Department of Education.
PUB DATE- Oct 95
NOTE- 42p.; For "Mississippi Master Plan for Educational Technology," see ED 398 868.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation; Local Issues; Professional Development; Program Implementation; *School Districts; *Strategic Planning
IDENTIFIERS- *Mississippi; Technology Integration; *Technology Plans

The purpose of this document is to give local school districts in Mississippi the information needed to complete the local technology planning process, beginning with the technology committee selection and ending with the State Board of Education's approval and the Technology Enhancement Funds disbursement. The document is divided into five sections: (1) an introduction, focusing on levels of planning and

Two Year Colleges; Word Processing; *Workplace Literacy; *Writing Instruction

Vocational Literacy is a new academic field which has arisen in response to criticism from industry that vocational graduates are not sufficiently literate to perform on the job. South Seattle Community College (SSCC) in Washington has investigated the feasibility of coordinating courses in computer literacy with English and technical courses to create a three-way coordinated curriculum in workplace literacy. The feasibility study considered which technical, English, and computer courses should be coordinated; how English could be coordinated with computer and technical courses; what should be taught in the English courses; what techniques should be used to assess English skills for initial and ongoing placement in selected courses; what teacher qualifications would be required for these courses; and what kinds of teacher development programs would be necessary to support these courses. The coordination of writing courses with computer courses has been explored in ICT (Industrial Computing Technology) 115, "Computer Aided Writing." The course was designed to teach technical students to find, organize, and effectively communicate business-related information to a typical business audience. The course takes place in a classroom with one computer per student and is organized into five overlapping phases: document design, document production, assessment and goal setting, practice and remediation, and reference and research. ICT-115 is still evolving, but the course seems to have partially met the goal of capturing the interest and imagination of technical students in writing with emerging technology. (PAA)

ED 405 013   JC 940 484

Appelson, Wallace B.; McLeod, Martha
Accreditation Factors Unique to Tribal Colleges.
PUB DATE- 94
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association (99th, Chicago, IL, March 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); American Indian Culture; *American Indian Education; American Indian Reservations; Community Colleges; Cultural Influences; Evaluators; *Institutional Characteristics; *Institutional Mission; *Tribally Controlled Education; Two Year Colleges

Almost 30 independent tribally-controlled colleges are chartered in a dozen states and Canada. It is essential that tribal college evaluators develop the cultural sensitivity to accept and respect the tribal college environment and develop an appreciation for the uniqueness of these institutions. Tribal colleges have unique missions, which include providing for the individualized occupational and education needs of their communities, preserving tribal language and culture, and providing successful learning experiences for a population without a traditional educational background. Through education, the tribes attempt to expand their economic base and increase the employability of members. Moreover, many students enter college needing remediation and most take longer than two years to finish an associate degree. Curricula also tend to focus on indigenous Native American philosophy and concepts, as well as tribal values and culture. The tribal tongue is frequently a major curriculum component. Other characteristics include the generally small size and enrollment of tribal interpersonal, and thinking skills. (TGI)

ED 405 030 JC 970 136

Adams, Jeffrey B.; Eppolito, Caterina
The Road to Understanding the Self Is Paved with Yellow Bricks.
PUB DATE- Mar 96
NOTE- 10p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Films; Higher Education; *Instructional Innovation; *Learning Activities; Self Concept; *Social Psychology; Student Motivation; Teaching Methods
IDENTIFIERS- *Wizard of Oz

To maintain student interest and increase student understanding of material in a course on the social psychological study of the self, a classroom exercise was developed that uses the film, "The Wizard of Oz," as a metaphor for the self. In the exercise, students are asked to observe the film's main character and the events that take place in her life with the goal of using their observations as illustrations of concepts of the self covered in the course, such as motive, self-knowledge, individual differences, and self-related processes. After viewing the film, students are encouraged to analyze the film individually and are then assigned to small groups or brought together as a whole for discussion. The only parameter established for student responses is that each claim made must be accompanied by a justification well founded in the constructs of self covered in the course. While entertaining and engaging, the exercise also serves to review the major theories and concepts covered in the course, move students beyond surface recognition of these concepts toward a deeper understanding of their complexities, and work toward an initial awareness of the interplay between the concepts. Course handouts, providing a list of concepts covered in the course and questions to help guide discussions on the film, are appended. (TGI)

ED 405 031 JC 970 137

O'Quin, Karen
Depth by Doing: Cooperative Research Projects in Social Psychology.
PUB DATE- Mar 96
NOTE- 20p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Cooperative Learning; Course Evaluation; Grouping (Instructional Purposes); Higher Education; *Participant Satisfaction; Peer Evaluation; *Research Projects; *Research Skills; Self Evaluation (Individuals); *Social Psychology; Student Attitudes; Teaching Methods
IDENTIFIERS- State University of New York Coll at Buffalo

(Gail Robinson) and "Electronic Resources" (Maria Hesse). (HAA)

ED 405 048 JC 970 169

Ross, Jeff; And Others
Brave New World Learning Community. Title III Final Report.
PUB DATE- 2 Feb 97
NOTE- 23p.; Paper presented at the Annual Learning Community Retreat sponsored by Central Arizona College (3rd, Gold Canyon, AZ, February 1-2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Community Colleges; Course Evaluation; Instructional Innovation; *Interdisciplinary Approach; *Participant Satisfaction; Philosophy; Program Effectiveness; Science Instruction; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; Writing (Composition)
IDENTIFIERS- *Learning Communities

In fall 1996, a learning community (LC) involving a biology, a philosophy, and an English composition course was conducted at the Superstition Mountain campus of Central Arizona College. Entitled "Brave New World," the LC met the syllabi-required outcomes for the three courses, while also concentrating on environmental, political, genetic, sociobiological, and animal rights issues. For the biology course, students used the same text and completed the same labs and tests as students in the traditional course, while they were required to write four major papers for the ethics class and seven essays for the composition course. In addition, students participated in a weekly seminar and prepared a 15-minute presentation and related poster on an article discussed in the LC. Teachers' reactions to the LC ranged from enthusiasm over the successful combination of subject matters to despair that freshmen students do not have sufficient learning and interpersonal skills to undertake an LC. Benefits of the LC process cited by students in project evaluations included the ability to connect disciplines without hurting the integrity of each course and increased learning due to interaction with other students. Weaknesses cited by students included a lack of participation/contribution by some students and the immense amount of work required by the extra seminar. Narratives describing the teachers' perceptions of the LC and student comments are included. Contains 17 references. (HAA)

ED 405 049 JC 970 170

Wellsfry, Norv; And Others
Accountability in Community Colleges: Balancing the Perception with Reality.
PUB DATE- Feb 95
NOTE- 34p.; Prepared by the NCOE Accountability Task Force.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Accountability; College Outcomes Assessment; *Community Colleges; Cost Effectiveness; *Evaluation Criteria; *Evaluation Utilization; Participant Satisfaction; Program Design; School Effectiveness; Self Evaluation (Groups); Two Year Colleges; *Vocational Education

Developed to help ensure that the unique characteristics of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Budgets; Capital Outlay (for Fixed Assets); Community Colleges; Costs; *Educational Facilities Improvement; *Educational Facilities Planning; *Facility Inventory; Facility Requirements; *School Maintenance; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In an effort to update a 1992 study of the deteriorating condition of facilities in the Illinois Community College System (ICCS), a follow-up study was conducted to determine the status of facilities as of February 1997. Questionnaires were sent to 50 state community colleges requesting data on funds spent on facility replacement during fiscal year (FY) 1996, the current condition of facilities, and funding requirements. Survey results, based on responses from 47 colleges, included the following: (1) the average replacement cost was $118 per gross square foot; (2) 37% of the responding colleges indicated that a survey of the extent of deferred maintenance was in progress, 33% had conducted such a survey in FY 1996, and 13% had done so in FY 1995; (3) with respect to the condition of campus buildings, 82% were rated as either adequate or needing some modification, slightly under 14% were rated as either functionally inadequate or in need of replacement, and only 4% were considered to be in excellent condition; (4) approximately 22% of the responses rated their infrastructure as either excellent or adequate; and (5) colleges reported spending $20 million in FY 1996 for renewal and replacement, compared to $10.6 million in FY 1991. A list of participating colleges, tables of the condition of facilities by use, the survey instrument, and definitions of terms are appended. (HAA)

ED 405 068 PS 021 692

Claus, Richard N.; Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Product Evaluation Report, 1992-93.
PUB DATE- Jul 93
NOTE- 68p.; For other "Preschool...Product Evaluation Reports", see ED 308 931, ED 320 672, ED 343 656, and PS 022 668.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; Compensatory Education; Emotional Development; *High Risk Students; Parent Participation; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Skills; School Districts; State Programs; Summative Evaluation
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

A product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds (Michigan Early Childhood Education Preschool, or MECEP) was conducted in 1992-93. The Piaget-based program, which served approximately 279 children at 8 elementary schools, involves 7 component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question asked in the evaluation was: Did the program attain the 26 objectives it set out to accomplish? The Prekindergarten Saginaw Objective Referenced Test was used to measure product

NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Brain Hemisphere Functions; Children; *Cognitive Development; Cognitive Style; Individual Development; *Learning Processes; Neurological Organization; Neuropsychology
IDENTIFIERS- *Brain Development; Brain Functions; Brain Research

Noting that understanding a child's brain and the way it develops is the key to understanding learning, this book explores the relationship between brain physiology and children's learning processes. The book first translates the most current scientific theories on nervous-system development into practical information for parents. It then details how children develop language and memory, and addresses academic learning--reading, writing, spelling, and mathematics. The book also cautions against early pressure on children to read, and provides scientifically documented refutation of the "superbaby" myth. The chapters are: (1) "Opening the 'Black Box'" on the importance of understanding brain development; (2) "Infancy: Creating the Foundations of Intelligence"; (3) "Children's Brains at Work: From Nursery to Schoolroom"; (4) "If the Train is Late, Will We Miss the Boat?: Developmental Timetables and Learning to Pay Attention"; (5) "Childhood into Adolescence: Furnishing the Adult Mind"; (6) "'A Path to the Future': Hemispheres, Learning Styles, Handedness, and Gender Differences"; (7) "'Do Pigs have Wishbones?': Unfolding Language"; (8) "Tools for Learning: Intelligence, Memory, and Motivation"; (9) "Children Read with their Brains"; (10) "Thinking on Paper: Writing and Spelling"; (11) "Parts into Wholes: Building Math and Science Skills"; and (12) "The Toolshed Muse: Creative Minds in Process." The selected bibliography contains 165 references, divided by chapter. (HTM)

ED 405 086   PS 024 942

Ames, Louise Bates; And Others
Your Ten- to Fourteen-Year-Old.
PUB DATE- Apr 89
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Behavior Problems; Child Development; Childhood Needs; Child Rearing; Developmental Stages; *Early Adolescents; Parent Child Relationship; Puberty
IDENTIFIERS- Adolescent Attitudes

Although the basic growth changes for teenagers are the same as they were 20 or 30 years ago, the environment in which these changes occur has changed. This book describes the characteristic changes in human behavior which take place from year to year between the ages of 10 and 14. Part 1 of the book describes the longitudinal research, which allowed a comparison of teenagers today with those during the 1970s. Part 2 of the book presents maturity profiles and maturity traits in areas including emotions, school life, and ethical sense for

Constructing Knowledge about Play: Case Method and Teacher Education.
PUB DATE- 96
NOTE- 11p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Case Studies; Constructivism (Learning); Early Childhood Education; Higher Education; Models; *Play; *Teacher Education; *Teaching Methods
IDENTIFIERS- Case Analysis; Case Histories; *Case Method (Teaching Technique)

This paper explores the case method as a model for teaching education students about play. The case method may contribute to an examination of the barriers to children's play expression within school and create more effective classroom practice. Within the model, students can consider cases which have been carefully constructed from actual practice and designed to illuminate the complexity of human situations. Through discussion, analysis, and collaborative problem solving, the case method provides an interactive forum in which students can construct knowledge about the nature, value, and purpose of play in early education. Play education should be guided by a framework building upon and integrating: (1) theoretical knowledge regarding play; (2) practical skills applied in the classroom setting; and (3) dispositions toward play and children's learning. The case method facilitates self-governed learning; produces cognitive dissonance; requires students to apply theories, use analytical skills, and create innovative approaches to resolving problems; and fosters independent thinking and reflection. It is important to develop with care the written narrative and case questions, to conduct the case discussion, and teach case writing to students. A play case bank may be built with teacher- and student-written cases, videos, films, and books. (KDFB)

ED 405 104 PS 025 056

Levin, Diane E.
Endangered Play, Endangered Development: A Constructivist View of the Role of Play in Development and Learning.
PUB DATE- 96
NOTE- 17p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; Constructivism (Learning); Cultural Influences; *Early Childhood Education; Imitation; Learning Processes; Piagetian Theory; *Play; *Young Children
IDENTIFIERS- Piaget (Jean); *Play Learning; Vygotsky (Lev S)

Piagetian and Vygotskian theories may be used as starting points to examine the role of play in development and learning from a constructivist perspective, including how children use play to deepen their understanding and skills, encounter new problems, and incorporate newly mastered skills into their play. Contemporary factors such as an emphasis on teaching the basics and increased television viewing undermine children's abilities and opportunities to engage in active play. Using three children, constructivist approach may be used to illustrate play as integral to their knowledge construction. Often, the appropriate guidance, this booklet provides guidelines for preschool teachers on developmentally appropriate behavior guidance for 3- and 4-year-olds. The booklet examines various techniques for behavior guidance that encourage children to change inappropriate behaviors while enhancing their self-esteem. The booklet includes "exercises for reflection" and a Guidance Analysis Form to assist teachers in imagining how developmentally appropriate behavior guidance can be effective. Chapter 1 of the booklet examines reasons for children's misbehavior, especially loneliness and special learning needs. Chapter 2 discusses the importance of modeling appropriate behaviors. Chapter 3 presents indirect guidance techniques, including guidelines for arranging classrooms, devising class schedules, involving children in setting standards, and enhancing self-esteem. Chapter 4 examines direct guidance techniques such as "catching" children being good, helping children reduce inappropriate behaviors through positive techniques, using reflective listening accompanied by an alternative behavior, and using natural and logical consequences. Chapter 5 considers the importance of having realistic expectations for behavior change. Chapter 6 discusses ways in which families may be involved in promoting appropriate behavior. (Contains 13 references and a list of resources.) (KDFB)

ED 405 122 PS 025 128

Wood, Chip
Yardsticks: Children in the Classroom Ages 4-14. A Resource for Parents and Teachers. Second Edition.
PUB DATE- 97
NOTE- 218p.; For first edition, see ED 368 472.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Adolescent Development; Adolescents; Age Differences; *Child Development; Childhood Needs; Children; Cognitive Development; Developmental Continuity; *Developmental Stages; Elementary Education; *Elementary School Curriculum; *Individual Development; Language Acquisition; Middle Schools; Physical Development; Preschool Education; Psychomotor Skills; Reference Materials; Social Development; Student Needs
IDENTIFIERS- *Developmentally Appropriate Programs

Expanded from its previous edition to include ages 13 and 14, this book provides teachers and parents with a quick reference on important childhood developmental issues, explaining what children should be learning and doing in the classroom at each developmental stage. The book begins by discussing how developmental issues can affect administrative and classroom decisions in the areas of mixed age grouping, ability grouping, retention, food, exercise, the structure of the school day, and racial and cultural questions. Each of the 11 chapters, one for each year, includes a narrative description and charts outlining growth patterns, classroom implications, and appropriate curriculum. The charts allow readers to identify developmental "yardsticks" for a given age. These charts outline characteristic growth patterns (physical, social, language, and cognitive) as well as what to expect in the classroom regarding vision and fine motor ability, gross motor ability, cognitive growth, and social behavior. The curriculum charts summarize the developmental continuum between ages 4 and situations; and (4) diverting a slap to your knee rather than hitting the child. Suggestions for parents of older children include: (1) clapping your hands loudly to interrupt unacceptable behavior; (2) grasping a child's arms firmly, crouching down to his or her level, and talking calmly; (3) controlling your anger by walking away or calling a friend; (4) making sure the punishment is logically related to the incident; and (5) introducing the appropriate use of time-out. Suggestions for all ages include: (1) supporting good behavior; (2) announcing clear, simple family rules; (3) understanding the feelings behind a child's actions; and (4) talking with your children if you decide to abandon spanking and try a different discipline method. (LPP)

ED 405 140 PS 025 158

Nagle, Ami; Kim, Robert
Education Finance Reform. Voices for Illinois Children Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, N.Y.
PUB DATE- Jun 96
NOTE- 9p.; This 'Special Report' was produced as a part of Voices' State Finances Project. Funding also received from the Woods Fund of Chicago, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Budgeting; Educational Equity (Finance); *Educational Finance; *Elementary Secondary Education; *Finance Reform; Financial Needs; Financial Problems; Policy Analysis; Property Taxes; School District Wealth; School Taxes; State Legislation
IDENTIFIERS- Alternative Financing; Financing Options; *Illinois; Property Wealth

This special report reviews problems in Illinois' education funding system and discusses potential solutions to these problems. The report notes that the fundamental problem with the current education finance system is an over-reliance on local property taxes. Although property taxes are a relatively stable and lucrative revenue source, over-reliance on them has led to inadequate and inequitable school funding with negative consequences for the quality of education. Michigan's solution of using sales taxes for education is not appropriate for Illinois because Illinois already has a high sales tax rate. Recent evidence suggests a strong positive correlation between school spending and academic achievement. Results of a 1996 poll indicate that Illinois voters see education as one of the most important state problems and that 77 percent of voters feel that the state should increase financial support for public schools. Recommendations by the Ikenberry Commission and the House Plan for reform both have shortcomings. The final education plan includes increasing funds above the Governor's budget request, developing a new set of statewide achievement tests, and enabling local school boards to develop dress codes. A long-term solution will involve an increase in the state's responsibility and a decrease in reliance on local property taxes. The Coalition for Education Rights advocates several state actions, including providing the foundation level of funding sufficient to support a high-quality education program for all children and implementing a fair tax system. (KDFB)

ED 405 141 PS 025 159

Criticism; Fiction; Higher Education; *One Teacher Schools; Organizations (Groups); Personal Narratives; Primary Sources; Resource Materials; *Rural Education; Rural Schools; Teacher Education; Teacher Role; *Teacher Stereotypes; Teaching (Occupation); *Teaching Experience; *Women Faculty
IDENTIFIERS- Historical Societies

This book includes materials by and about rural women who taught school from the colonial period to the early 1940s when consolidation closed many one-room schools. Chapter 1 discusses the motivation for searching and compiling a book of resources related to rural women teachers. Chapter 2 explains the origins of the term "schoolmothering"; briefly describes the careers of Emma Willard, Mary Lyon, and Catharine Beecher, who were considered the first role models for woman rural teachers; describes recruitment of women to fill teaching positions in country schools; and outlines the development of teacher training programs. This chapter lists 143 books representing different perspectives of the rural woman teacher in educational history. Chapter 3 addresses reasons why women chose a teaching career, the qualifications for becoming a teacher, and regional variations in the schoolteacher image. This chapter includes an annotated bibliography of 195 resources that contain letters, diaries, and journals of rural women teachers. Chapter 4 describes the teaching duties and daily schedules of Amish women teachers, presenting a picture of one-room school education that has changed very little over the past 150 years. This chapter includes an annotated bibliography of 40 resources related to Amish education. Chapter 5 examines stereotypes found in fiction, portraying rural women teachers as unmarried, pious, possessing high moral standards, thrifty, independent, and unbending in educational training. Supporting this section are a list of 29 sources written about women from a feminist perspective and an annotated bibliography of 45 sources depicting rural women teachers in fiction. The last chapter includes a state-by-state list of libraries and historical societies that maintain materials or collections about rural women teachers, a list of dissertations related to rural women teachers, and the names and addresses of organizations that are interested in rural education and rural women teachers. Includes illustrations and author and subject indexes. (LP)

ED 405 157 RC 020 943

Vigil, James Diego
Learning from Gangs: The Mexican American Experience. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *Alienation; Disadvantaged Youth; Identification (Psychology); Immigrants; *Juvenile Gangs; *Mexican Americans; Peer Influence; *Socialization; *Subcultures
IDENTIFIERS- Children of Immigrants; ERIC Digests; Marginality

Gangs have become a fixture in the Mexican American populations of southern California and other regions, spreading from low-income neighborhoods in the Southwest to working class and lower-middle class suburban areas. The development and institutionalization of gangs have involved many factors, including racial discrimination and economic barriers faced by

DESCRIPTORS- *Botany; *Conservation (Environment); Constructivism (Learning); Elementary Education; Enrichment Activities; *Environmental Education; *Habitats; Integrated Activities; *Interdisciplinary Approach; Outdoor Education; Preschool Education; *Recycling
IDENTIFIERS- *Environmental Concepts; Project Learning Tree

Project Learning Tree uses the forest as a window on the world to increase students' understanding of the complex environment in the United States; to stimulate critical and creative thinking; to develop the ability to make informed decisions on environmental issues; and to instill the confidence and commitment to take responsible action on behalf of the environment. Project Learning Tree's Activity Guide is arranged under five major themes: Diversity, Interrelationships, Systems, Structure and Scale, and Patterns of Change. Each theme covers the areas of Environment, Resource Management and Technology, and Society and Culture. Each activity includes background information, procedures, recommended grade levels, subjects, concepts, skills, objectives, materials, time considerations, references, related activities. The activities integrate the themes within science, mathematics, language arts, social studies, art, music, and physical education and are based largely on constructivist learning theory and whole language teaching strategies. Appendices contain suggestions for teachers, resource list, and cross-reference indices for activities. (MKR)

ED 405 173 SE 054 671

Siegenthaler, David
Project Wild (Project Tame).
PUB DATE- 86
NOTE- 30p.; Reprinted from the journal, "Talking Leaves," Summer/Winter 1986, Autumn/Spring 1986, Summer/Winter 1987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Criticism; *Debate; Educational Change; *Environmental Education; Intermediate Grades; Junior High Schools; *Program Evaluation; *Science Activities; *Science Curriculum; Science Programs
IDENTIFIERS- *Project Wild

For 37 states in the United States, Project Wild has become an officially sanctioned, distributed and funded "environemtnal and conservation education program." For those who are striving to implement focused, sequential, learning programs, as well as those who wish to promote harmony through a non-anthropocentric world view, Project Wild may serve as the biggest single impediment to their work that the field has yet produced. Opposition to Project Wild has come from several camps. Two states, Missouri and Maine, object to its not being more pointedly pro-hunting. From the opposite side of the anthropocentric/biocentric debate, eight organizations have criticized Project Wild: the American Humane Association; the Fund for Animals, the Animals Protection Institute, the American Society for the Prevention of Cruelty to Animals, the Humane Society of the United States, the International Fund for Animal Welfare, the Massachusetts Society for the Prevention of Cruelty to Animals, and the People for the Ethical Treatment of Animals. Some aspects of Project Wild that have caused concern are: it is not a focused, sequential program; it does not science teacher organizations, and science supply houses. (JRH)

ED 405 194 SE 059 759

Scott, Roger; And Others
The Recycle Team.
PUB DATE- 92
NOTE- 103p.; Kit contains teacher's guide, workbooks, game with game pieces, and pamphlets; two large posters are not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Educational Strategies; Elementary Education; *Environmental Education; Grouping (Instructional Purposes); *Interdisciplinary Approach; Lesson Plans; Multilingual Materials; Problem Solving; *Recycling; Science Activities; Science Curriculum

This guide provides lessons that enable students to learn how important it is for each of us to take care of the environment by minimizing the problems caused by too much trash. In the 10 lessons included here, students and their families learn how they can be part of the solution by practicing source reduction and by reusing, recycling, and composting. Lessons include science, language arts, social science, mathematics, and art activities. They provide many opportunities for problem solving, critical thinking, creative expression, and understanding community resources. Each lesson contains a section with tips for integrating across the curriculum and reproducible worksheets. Spanish versions of the vocabulary list and the parent letter are also provided. The activities enable an exploration of the nature of trash and waste, what it means to throw away, smart shopping, reusing, recycling, composting, and teaming for recycling. (DDR)

ED 405 195 SE 059 760

What Can I Teach My Young Child about the Environment?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.; Based on a 1996 ERIC Digest, "Starting Early: Environmental Education during the Early Childhood Years," written by Ruth A. Wilson, for the ERIC Clearinghouse for Science, Mathematics, and Environmental Education, see ED 402 147.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Education; *Environmental Education; Learning Activities; *Outdoor Activities; Parent Child Relationship; *Parent Education; *Preschool Education

This brochure provides information about environmental education for parents of young children by discussing a rationale for early awareness of our relationship to the environment. Also included is a discussion of the importance of the development of positive attitudes and feelings toward the natural environment. In order to encourage parents to begin environmental discussions and activities with their children, The goals of this research project included noting the importance that primary teachers placed on student ideas in planning and delivering science lessons for the topic of snails, and comparing the importance teachers afforded student ideas-and instruction based on student ideas-with the perception their students had of the importance of their ideas in class. To determine if teachers and students have the same perspectives on the importance of children's ideas, three primary classrooms in which teachers showed evidence of teaching science toward conceptual change were selected. The findings indicate that when elementary teachers are aware of student ideas and plan to address them in instruction, students may be more aware of their own ideas and the role they play in learning science. Recommendations for future research include focusing on conditions during which teacher recognition of student ideas influences teaching practice. Contains 51 references. (DDR)

ED 405 216 SE 059 805

Brewer, Steven D.
A Model of Desired Performance in Phylogenetic Tree Construction for Teaching Evolution.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Concept Formation; Educational Strategies; *Evolution; Higher Education; Learning Strategies; Models; *Problem Solving; Science Instruction; Secondary Education

This research paper examines phylogenetic tree construction-a form of problem solving in biology-by studying the strategies and heuristics used by experts. One result of the research is the development of a model of desired performance for phylogenetic tree construction. A detailed description of the model and the sample problems which illustrate each step are included. The study involved expert phylogenetic systematists (N=9) who used think-aloud protocols as they problem solved. A discussion of the use of the model which was developed during this study is also included. It points out that the model can be useful to students to help them interpret the instructor's behavior and to guide their own problem solving. The model by itself would not be sufficient to teach effective problem solving to students. The tree construction problems used in the study allow students to become familiar with the processes used by scientists to explain evolutionary history. (DDR)

ED 405 217 SE 059 806

Neto, Antonio; Valente, Maria Odete
Problem Solving in Physics: Towards a Metacognitively Developed Approach.
PUB DATE- 22 Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; Cognitive Structures;

ED 405 235 SO 024 001

The American University and the Challenge of Educating for Democratic Citizenship. A Civic Education Roundtable.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Community Attitudes; Community Cooperation; Community Services; *Democracy; Democratic Values; *Higher Education; Public Affairs Education

The theme of this journal concerns democracy and citizenship education at universities. An editorial, "The Postmodern Blues" (Bernard Murchland), examines the negative citizen attitudes during the election campaign of Bill Clinton. The five civic education roundtable articles represent two position papers and three responses. The first position paper, "Citizenship Education and the Public World" (Harry C. Boyte), proposes that civic education should be designed to move students to reflect on their lives and careers in ways that allow integration of concerns with larger arenas of governance and policy. The second position paper, "Going to the Community" (Benjamin Barber), looks at the context for a democratic education and the choices for community service. In response to the positions by Boyte and Barber, Craig Rimmerman raises issues of critical education for citizenship and discusses implementation of the approach. Tim Stanton presents three challenges that arise from work as a community organizer. Leslie Hill addresses the issues of power and the nature of the citizen. Following the roundtable articles, "Philanthropy and Liberal Education" (Robert L. Payton), reflects on the place of voluntary action for the public good in a university education. The final article, "The Failure of Community in Higher Education," a back page commentary, (Carole Hamner) emphasizes the divisive atmosphere that results from the ideological encampment of academics and the alarming ramifications for the training of the next generation's citizens. (CK)

ED 405 236 SO 024 005

Saudi Arabia Today. A Teaching Program on the Kingdom of Saudi Arabia: (1) Grades 1-3, Our Visit to Saudi Arabia; (2) Grades 4-6, A Modern Kingdom; (3) Junior High School, The Kingdom of Saudi Arabia; (4) Senior High School, The Kingdom of Saudi Arabia.
PUB DATE- 87
NOTE- 45p.; Large posters not included in ERIC copy due to size.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Foreign Countries; Geography Instruction; *Islamic Culture; Locational Skills (Social Studies); Maps; Map Skills; Mathematical Concepts; *Middle Eastern Studies; Multicultural Education; Petroleum Industry; Skill Development; *Social Studies; Teaching Guides; Units of Study

mall, skyscraper, castle, Greek temple, Toy Store City, City of the Future, and The Emerald City of Oz. The book proposes activities for children and parents to play together. Focus is upon developing an interest in architecture. Each project is accompanied by detailed plans, photographs, drawings, and text that informs each project's historical context. The projects are illustrated by 125 line drawings and 67 black and white photographs. (FB)

ED 405 254 SO 026 693

Teaching about the Holocaust: A Resource Book for Educators.
PUB DATE- 95
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Art Education; Art History; Culture; Ethnography; Foreign Countries; *Government (Administrative Body); *History; Intermediate Grades; *Jews; Language Arts; Middle Schools; Secondary Education; Social Studies; United States History; Visual Arts; World History; World Problems; World War II
IDENTIFIERS- *Holocaust; *Holocaust Literature

This book provides teachers with guidelines, resources, historical information, background information, and some special interest topics relating to the Holocaust. Seven chapters include: (1) "Teaching Guidelines"; (2) "Annotated Bibliography"; (3) "Annotated Videography"; (4) "Frequently Asked Questions"; (5) "The Holocaust: A Historical Summary"; (6) "Children and the Holocaust"; and (7) "Chronology." "Teaching Guidelines" includes rationale, methodology, curriculum integration, and generalized lesson plan approaches. All books and videos listed have been selected for their appropriateness as teaching tools and are categorized by content area and indicate intended viewer age groups. "Frequently Asked Questions" gives brief, introductory answers to "What, Who, Why, and Hows" of the complex history of the Holocaust. The final three chapters present condensed overviews of the Holocaust and discuss the victimization of all children in occupied Europe, regardless of race or ethnic background, by the Nazis during the Holocaust years. (DQE)

ED 405 255 SO 026 704

Wisotzki, Paula; Freifeld, Susan
Kazimir Malevich Teaching Packet.
PUB DATE- 90
NOTE- 69p.; Twenty color slides not available from EDRS; 6 study prints reproduced in black and white in EDRS version.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Criticism; Art Education; *Art History; *Artists; Cultural Context; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Symbolism; Visual Arts; Western Civilization
IDENTIFIERS- *Abstract Art; *Malevich (Kazimir); Russia; Russian History; Spatial Illusion (Visual Arts); *Suprematism

The resources of this packet provide an overview of the career of to Communicate"; and (14) "Just for Fun!" Tests, quizzes, a crossword puzzle, answers to all activities, a glossary, and a 21-item bibliography also are included. (EH)

ED 405 276 SO 027 153

Bernstein, Richard B.; And Others
From Forge to Fast Food: A History of Child Labor in New York State. Volume II: Civil War to the Present.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 95
NOTE- 84p.; Prepared for the New York Labor Legacy Project. A Teacher's Guide for the 7th & 8th Grade Course U.S. and New York State History. For volume I, see ED 393 723.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Labor; Children; Child Welfare; Civil War (United States); Grade 8; Junior High Schools; *Labor Conditions; Labor Legislation; *Labor Standards; *Local History; Middle Schools; *Social History; Social Studies; *State History; United States History
IDENTIFIERS- *New York

This volume of essays and activities is written for use in the eighth grade course "United States and New York State History." The volume follows the chronology from the Civil War to the present, emphasizing child labor during those years. The essays are intended for teachers but can be mastered by many students. The activities focus on child labor and social history and are suited to the peer orientation of middle school students. The book is divided into four sections: (1) "Child Labor in the Gilded Age: 1865-1900"; (2) "The Struggle for Child Labor Reform: 1900-1933"; (3) "The 'High-Water Mark' of Child Labor Reform: 1933-1960"; and (4) "The Resurgence of Child Labor: 1960 to the Present." Guiding questions for the volume are the inter-related questions of: (1) "Which children should work?"; (2) "What work should children do?"; and (3) "Under what conditions should children work?" (EH)

ED 405 277 SO 027 172

Allen, Cindi Nolen
Gorilla Creativity: A Study Unit To Promote Critical and Creative Thinking.
PUB DATE- 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Sign Language; Cognitive Processes; Convergent Thinking; *Creative Thinking; *Critical Thinking; Divergent Thinking; Elementary Education; *Interdisciplinary Approach; *Problem Solving; Sciences; *Social Studies
IDENTIFIERS- Gorillas

This book provides student activities organized around a class science project with the Gorilla Foundation. The gorillas featured in the project have been taught American Sign Language. Many of the activities involve the use of the story "Koko's Kitten" by Francine Patterson (New York: Scholastic, Inc., 1985). Sections of the book include: (1) "To the Teacher"; (2) "Matrix Chart"; (3) "Student Activities"; (4) "Bloom's Taxonomy"; (5) "Renzulli's Triad"; (6) "References and

The first part of this guide explains the health risks and gives facts about the use of smokeless tobacco. It includes a self-test to determine addiction to tobacco. The second section offers a "9-Inning Game Plan" for kicking the habit permanently. The "innings" include: (1) Decide to Quit; (2) Pick a Quit Date; (3) Cut Back before You Quit; (4) Right Before Your Quit Day; (5) Quit Day; (6) Your First Week Off Smokeless; (7) Your Second Week Off and Dealing with Triggers; (8) Going the Distance; and (9) Celebrate Your Success. Sections are illustrated with photographs of popular sports figures and include motivational quotations. (JLS)

ED 405 299 SP 037 176

Gettys, Cynthia; Ray, Barbara
An Analysis of Initial Perception of the Professional Development School Experience.
PUB DATE- Nov 96
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Supervision (of Teachers); *College School Cooperation; Cooperating Teachers; Elementary Education; Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Student Attitudes; Student Teaching; *Teacher Attitudes; Teacher Education Programs; Teaching Experience
IDENTIFIERS- *University of Tennessee Chattanooga

Professional Development Schools (PDS) are designed not only to educate novice teachers but also to be places where university and school faculties can collaborate on research and development. This study, the initial phase of a longitudinal study, attempts to discover if an early PDS experience can develop a stronger beginning teacher than a similar program of study without the PDS experience. A survey was distributed to 73 participants, including university PDS faculty, the PDS on-site coordinators, school administrators, and university PDS students. Analysis of the data revealed that the PDS was a positive experience for all concerned. The university students received immediately relevant methods classes as well as multiple references for their portfolios from their cooperating teachers. The K-8 students have received more individual attention and help. The cooperating teacher's pupil-teacher ratio was reduced and many teachers commented on new ideas obtained from the university contact. The university professors updated and refined their skills for teaching K-8 students and validated the relevancy of their instruction. Appendix A is a description of the University of Tennessee at Chattanooga's PDS program; Appendix B contains the survey instruments. (Contains 12 references.) (ND)

ED 405 300 SP 037 178

Loche, Sharilynn
Concerns and Perceptions of a Middle School Practicum Program: A Case Study.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL,

Their Chosen Profession.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Majors; Elementary Education; Films; Higher Education; Preservice Teacher Education; *Self Concept; *Student Attitudes; Teacher Student Relationship; *Teaching (Occupation)

The primary purpose of this qualitative study was to determine the perceptions of preservice elementary education majors. The subjects for this study were obtained from a sample of 79 junior and senior elementary education majors enrolled at a southern university. Students viewed the movie "Mr. Holland's Opus" and were asked to write a reflective paper on their perceptions as these pertained to their chosen profession of teaching. Conclusions were drawn from cross-case analysis. Results indicated that the perceptions of students fell into five main categories: (1) the influence of teachers; (2) the importance of professional and personal time management; (3) the dispelling of erroneous myths about why individuals enter the teaching field; (4) the affirmation of teaching as a career; and (5) aspirations for the future. This study found that these students had positive perceptions of teaching a strong desire to make an impact on children. (JLS)

ED 405 319 SP 037 198

Gingiss, Phyllis
Building a Future without HIV/AIDS: What Do Educators Have To Do With It?
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Comprehensive School Health Education; Disease Control; Elementary Secondary Education; Guidelines; *Health Promotion; Higher Education; *Prevention; Sex Education
IDENTIFIERS- *Health Behavior; *Sexually Transmitted Diseases

Following an overview and background information on Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), this paper is divided into six sections. The first section discusses the extent of the problem and educational implications for children, adolescents, and young adults. The second section, Calls to Action, provides information on calls for action that have issued from schools, parents, institutions of higher education, community organizations, national and state government agencies, media, and professional groups. The third section addresses the need to plan prevention strategies. Specific topics in this section are: primary, secondary, and tertiary prevention goals and strategies; comprehensive school health education and programs; and characteristics of effective

DESCRIPTORS- Clinical Supervision (of Teachers); *Consciousness Raising; *Cultural Awareness; Cultural Literacy; *Cultural Pluralism; *Education Courses; Elementary Education; Higher Education; Multicultural Education; Preservice Teacher Education; Reflective Teaching; Student Teaching; Teacher Education Programs; Teaching Methods
IDENTIFIERS- Reflective Thinking; Rowan College NJ

Students in the Elementary Teacher Education Program at Rowan College (New Jersey) are predominately White and have had little previous contact with minority communities. Reflective classroom activities have been developed to facilitate critical reflection on teaching for diversity and to raise consciousness regarding educational equity. In one such exercise, the "cultural moment," students are asked for reflection about a personal experience of being in a minority status and about an experience that was bicultural, cross-cultural, or intercultural and then to respond to questions about their feelings in these situations, their understanding of the norms and roles of the group, and their own belief system and how it differed from that of the group. Field observations were made of teacher candidates in their student teaching placements (10 in urban schools and 10 in suburban or rural schools) using the Praxis III: Performance Assessment for Beginning Teachers and a pre- and post-observation interview. The education students were found to have experienced many cross-cultural situations in their own lives. Drawing on these, the cultural moments teaching strategy provided a common base for classroom discussions and helped the teacher candidates to recognize and accept individual and group differences. (JLS)

ED 405 338 SP 037 221

Swetnam, Leslie; And Others
Teacher Candidate Portfolios: A Continuum of Assessment for Professional Development and Institutional Accountability.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; State Standards; *Student Teacher Evaluation; *Student Teachers; Student Teaching; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- Colorado; Preservice Teachers

In Colorado, pre-service teachers in the larger teacher preparation programs are required to prepare portfolios to document the ways they will meet state licensure requirement standards. In the process, they learn the self-assessment skills and techniques necessary to prepare the renewal of licensure dossier required by the state. In addition, the portfolios are useful in job interviews and give students some experience that may be useful later in applying for National Board of Professional Teaching Standards certification. Using portfolios to satisfy three or four assessment, accountability, and accreditation purposes helps students to clarify goals, communicate procedures, and document outcomes for all the

DESCRIPTORS- Ability; Algorithms; *Estimation (Mathematics); *Item Response Theory; *Mathematical Models; *Maximum Likelihood Statistics
IDENTIFIERS- Dichotomous Variables; *EM Algorithm; Item Parameters; Polytomous Variables

This paper presents a detailed description of maximum parameter estimation for item response models using the general EM algorithm. In this paper the models are specified using a univariate discrete latent ability variable. When the latent ability variable is discrete the distribution of the observed item responses is a finite mixture, and the EM algorithm for finite mixtures can be used. Maximum likelihood estimates of the item parameters and of the discrete probabilities of the latent ability distribution are given using the EM algorithm for finite mixtures. Results are presented in general for both dichotomous and polytomous item response models. The relation between the EM estimates and the Bock Aitken marginal maximum likelihood estimates is discussed. Estimates for the item parameters will depend on the specific form of the item response functions, and will usually require iterative numerical procedures. The EM algorithm is the same as the Bock-Aitken algorithm (R. D. Bock and M. Aitken, 1981) for marginal maximum likelihood estimation of the item parameters. (Contains 28 references.) (Author/SLD)

ED 405 357 TM 026 192

Ziomek, Robert L.; Andrews, Kevin M.
Predicting the College Grade Point Averages of Special-Tested Students from Their ACT Assessment Scores and High School Grades.
PUB DATE- Nov 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; College Freshmen; Correlation; Grade Point Average; *Grades (Scholastic); Higher Education; High Schools; *High School Students; *Learning Disabilities; *Prediction; Regression (Statistics); *Special Needs Students; Testing Problems; Validity
IDENTIFIERS- *ACT Assessment

This study provides information regarding the validity of the regression model for the American College Testing Program assessment (ACT), incorporating high school course grades and ACT test scores, for predicting the first-year college grade point averages (GPAs) of ACT-tested special-needs students. The sample of special-tested students used in this study was pooled across all postsecondary institutions participating in ACT's prediction research service over a 3-year period. Special-tested students were analyzed by diagnosed disability, test package, and extended time guideline separately and in combinations of test package and extended time guideline within diagnosis. The results from an overall group of 2,959 students reveal that special-needs tested students' first-year college GPAs were slightly over-predicted. The correlations between predicted and actual GPAs varied by combinations analyzed, and were largest for students diagnosed with Attention Deficit Disorder. Appendixes contain tables showing predicted and earned GPAs and a request form for special-needs testing. (Contains six tables, two appendix tables, and five references.) (Author/SLD)

ED 405 358 TM 026 194

students were not matriculated, were not in good academic standing, or were not meeting residency requirements. A statistical projection of audit disallowances to the entire population resulted in an audit disallowance of $4,751,877 which the auditors recommend that HESC recover with interest. The audit also noted violations of Public Health law, failure to promptly credit students for loan funds, misgrading of entrance exams, and failure to require a minimal passing grade for admissions. (JLS)

ED 404 918 HE 029 923

Attmore, Robert H.
Long Island University, Brooklyn Campus, Report 96-T-1.
PUB DATE- 20 Dec 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Audits (Verification); College Students; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Grants; Higher Education; Inspection; Private Colleges; *Program Administration; Scholarships; State Aid; Student Financial Aid; Universities
IDENTIFIERS- *Long Island University NY; New York; Supplemental Tuition Assistance Program NY; Tuition Assistance Program NY

The New York State Office of the Comptroller performed an audit of the Tuition Assistance Program (TAP) at Long Island University, Brooklyn Campus. Long Island University (LIU) is an independent institution of higher education offering more than 62 academic and professional programs at the graduate and undergraduate levels at its Brooklyn campus. TAP is the largest of the various student grant and scholarship programs administrated by Higher Education Services Corporation (HESC) providing tuition aid to eligible full-time students. According to HESC's records, LIU certified 6,446 students for 18,776 TAP awards totaling $28.7 million during the 1992-93, 1993-94 and 1994-95 academic years at its Brooklyn campus. From a statistical sample of 200 awards totaling $316,507 paid on behalf of 198 students for the 3-year period ended June 30, 1995, three awards totaling $5051 were disallowed. A statistical projection of the audit disallowances to the entire population results in an audit disallowance of $24,776. Reasons for disallowance included not in full-time status, not meeting residency requirements, and not in good academic standing. It was recommended that HESC recover the amount overpaid plus applicable interest from LIU. (JLS)

ED 404 919 HE 029 924

Student Loans: Selected Characteristics of Schools in Two Major Federal Loan Programs. Report to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Jan 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Eligibility; Federal Legislation; Federal Programs; Higher Education; Income Contingent Loans; Loan Default; Need Analysis (Student Financial Aid); *Paying for College; *Student Financial Aid; *Student Loan Programs; Tables (Data)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Attitudes; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Program Implementation; Teacher Educators
IDENTIFIERS- Faculty Attitudes

This study surveyed college faculty about the establishment of professional development schools (PDSs) to raise the status of teaching as a profession and transform teacher education. A total of 58 faculty attending a conference sponsored by the Holmes Group Initiative on the development and implementation of PDSs completed a survey on the problems they had encountered in establishing PDSs, strategies they had used to overcome these problems, and the benefits of engaging in these endeavors. Ten categories of problems were identified: time constraints, conflicting demands, logistics, lack of commitment, lack of shared vision, mistrust, funding, external factors, rewards, and traditions. Various strategies were used to overcome these problems. The benefits identified in the establishment of PDSs included improved teaching and learning environments, personal and professional development, enhanced research opportunities, and improved relationships. Individual problems, strategies, and benefits are discussed in light of enhancing the development of PDSs. (Contains 18 references.) (MDM)

ED 404 938 HE 029 953

Pierce, Gloria
Faculty Development for Change and Choice.
PUB DATE- 31 Oct 96
NOTE- 15p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (45th, Charlotte, NC, October 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Career Planning; *College Faculty; College Instruction; *Faculty Development; Higher Education; Mentors; Program Descriptions; Program Development; State Universities; *Teacher Orientation
IDENTIFIERS- Diversity (Faculty); *Montclair State University NJ

This paper describes a faculty development and orientation program for new faculty at Montclair State University in New Jersey. The New Faculty Program (NFP) is designed to orient and introduce a diverse new faculty (more than half of whom are women and minorities) to the culture of the university, and to help them attain reappointment and tenure by enhancing their teaching skills and planning a scholarship and research agenda. The program includes weekly group cohort meetings and individual meetings with resource faculty (mentors). The teaching element of the program focuses on teaching for critical thinking, preparing students for participation in a democracy, sensitivity to the needs of a diverse student population, and instructional practices that engage and involve students in learning and encourage them to become lifelong learners. The roles of university administrators, resource faculty, and the NFP director in the success of the program are reviewed. (Contains 16 references.) (MDM)

ED 404 939 HE 029 954

Future" (Suzanne E. Thorin and Virginia D. Sorkin); (12) "A Learning Enterprise for the CyberCentury: The Western Governors University" (Michael O. Leavitt); (13) "Life on the Wired Campus: How Information Technology Will Shape Institutional Futures" (William F. Massy); (14) "Asynchronous Learning Networks: New Possibilities" (A. Frank Mayadas); and (15) "Challenges of the Learning Revolution" (Diana G. Oblinger and Sean C. Rush). (Individual chapters contain references.) (JLS)

ED 404 958 HE 029 981

Lazar, Mark, Ed.
Fortifying the Foundations: U.S. Support for Developing and Strengthening Democracy in East Central Europe.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Civil Law; Civil Liberties; *Cultural Exchange; *Democratic Values; *Exchange Programs; Foreign Countries; Higher Education; Institutional Cooperation; International Law; Nonprofit Organizations; *Philanthropic Foundations
IDENTIFIERS- Albania; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Republic; Eastern European Studies; *Europe (East Central); Hungary; Macedonia; Romania; Slovakia; Slovenia

The East Central Europe Information Exchange collects and disseminates information on exchange and training programs undertaken with American private and governmental funding. This study focused on programs related to democratization and civil society. An introductory section defines the parameters, background, and research methodology; lists the funding agencies involved; and summarizes some of the survey results and conclusions. Next, the section titled "Perspectives" presents four essays: (1) "Exporting Legal Reform and the Rule of Law to Central and Eastern Europe" (G.H.W. Baker), which highlights assistance efforts devoted to legal reform; (2) "U.S. Support for Nongovernmental Organizations" (Katherine Cornell Gorka), which reviews the history of U.S. assistance to nongovernmental organizations in East Central Europe; (3) "Building Democracy at the Local Level: The Case of Poland" (Joanna Regulska), which illustrates with a case study many aspects of a program of assistance to local governments; and (4) "Promoting and Protecting Human Rights: A Model for Technical Assistance to NGOs in Central and Eastern Europe" (Edwin Rekosh) presents a model for assisting the development of non-governmental organizations fostering human rights. Section 2 of the report includes a sample project survey; and various types of program data, such as organization by primary field of activity, type of project, funding, and contact person. Appendixes contain a list of Soros Foundation and Democracy Network programs and 12 references. (CH)

ED 404 959 HE 029 982

Davis, Todd M., Ed.
Open Doors 1995-1996: Report on International Educational Exchange.
SPONS. AGENCY- United States Information Agency, Washington, DC. Bureau of Educational and Cultural Affairs.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Admission Criteria; College Bound Students; College Entrance Examinations; College Freshmen; *College Preparation; College Transfer Students; Comparative Analysis; Curriculum Evaluation; Grade Point Average; Higher Education; High Risk Students; High Schools; Outcomes of Education; Predictor Variables; *Secondary School Curriculum; State Standards
IDENTIFIERS- *Maryland; Scholastic Assessment Tests

This report examines the relationship between Maryland students' academic performance and experiences in high school and how well they did in their initial year in college. It includes students who graduated from a Maryland high school in the 1993-94 school year and who enrolled at a Maryland college or university during the 1994-95 academic year. The report's two sections present data on: (1) differences between the college performance of students who did (core) or did not complete (non-core) a college preparatory curriculum in high school and (2) results of a multiple regression analysis to identify factors that best predict first-year college performance. Core students performed better than non-core on measures of college achievement and non core students were more likely to need remediation. Core students attained higher grades in first college math and English courses and earned a grade point average of 2.5 in college versus 2.2 for non-core students. The best predictors of college grade point average (GPA) were high school GPA followed by Scholastic Assessment Test verbal score, average grades in high school English and social studies courses, number of years of foreign language, and enrollment in honors English and calculus. Data tables by institution, jurisdiction, gender, and race compare core versus non core students. Tables also provide results of the multiple regression analysis. (JLS)

ED 404 977 HE 030 020

Study of Time-to-Degree in Maryland.
PUB DATE- Dec 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC0[illegible] Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Bachelors Degrees; College Graduates; *Graduation; Higher Education; *Public Colleges; State Universities; Time Factors (Learning); Undergraduate Students
IDENTIFIERS- *Maryland; *Time to Degree

This report examines the length of time it takes Maryland students to earn a baccalaureate at a public college in the state, the factors that might delay degree progress, and alternative strategies for reducing time-to-degree. Among new full-time freshmen at Maryland's public four-year campuses since 1980, most took longer than 4 years to earn a bachelor's degree. One-fourth of the freshmen who entered a four-year campus in 1989 had achieved a baccalaureate 4 years later, half had bachelor's degrees after 5 years and 58 percent after 6 years. The average number of credits taken by full-time Maryland students is 14, a rate that will not result in degree attainment in 4 years. Transfer students from community colleges also take longer than the traditional time to earn a bachelor's degree. Of transfers from community colleges during the 1990-91 academic year, only 10 percent had completed coordination of district planning with state planning; (2) the local planning guidelines on district leadership, stakeholder involvement, curriculum-based technology initiatives, professional development, and identification of funding resources; (3) the educational technology planning model and suggestions for managing the six stages of the planning process (organization of the process, preparation, assessment of current status, goal definition, development of the implementation plan, and monitoring and evaluation); (4) the planning checklist; and (5) the document checklist, or what the text of the plan should include. Appendices contain: sample tables of contents for local technology plans; sample technology planning matrix; goals; budget; frequently asked questions; statement of assurances; and approval process flow chart. (AEF)

ED 404 995   IR 054 498

Bodi, Sonia
Learning Style Theory and Bibliographic Instruction: The Quest for Effective Bibliographic Instruction.
PUB DATE- Apr 92
NOTE- 5p.; In: Academic Libraries: Achieving Excellence in Higher Education. Proceedings of the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992); see ED 357 770.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographies; Cataloging; *Cognitive Style; *College Libraries; Experiential Learning; Higher Education; *Learning Theories; Librarians; *Library Instruction; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *North Park College and Theological Seminary IL

Instructional librarians in academic libraries continue to think critically about their function, methodology, and teaching effectiveness as they assist students in their quests for knowledge. While several factors identify effective teaching, one important component is teaching to the diversity of learning styles of the students. This paper examines David A. Kolb's theory of experiential styles of the students. This paper examines David A. Kolb's theory of experiential learning, which stresses the role of process in life-long learning. Kolb's theory has been used with success at North Park College in Chicago (Illinois) in the bibliographic instruction program, which focuses on both the process of finding information and on the evaluation of resources. In the multifaceted process of bibliographic instruction, meeting the various learning modes of students may be the key to improving teaching effectiveness and facilitating student learning. (Contains 14 references.) (Author/SLD)

ED 404 996   IR 054 838

Reichman, Henry
Censorship and Selection: Issues and Answers for Schools. Revised.
PUB DATE- 93
NOTE- 172p.; For 1988 version, see ED 314 851.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

institutions, the strong role of tribal policies and politics in college governance, and low levels of funding matched with creative ways of augmenting resources. Finally, most tribal colleges are located within the confines of a reservation serving geographically isolated and dispersed populations. This results in unusual facilities, site locations, and teaching methods. (KP)

ED 405 014 JC 940 562

Taylor, Craig H.
Achieving Self-Esteem and the GED General Educational Development --A Progressive Outcome in a Functionalist World: A Case Study of the Role of Adult Basic Education in Welfare Reform.
PUB DATE- 94
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-Jun 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Students; *Basic Skills; Community Colleges; Continuing Education Centers; Cooperative Programs; Dropouts; *High School Equivalency Programs; *Organizational Objectives; Public School Adult Education; Role of Education; Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- Family Support Act 1988; General Educational Development Tests

A study was conducted to investigate the impact of basic education on the lives of adult welfare recipients who were required to return to school as part of their participation in a Family Support Act (FSA) comprehensive welfare reform program and to describe the tensions that developed in a welfare reform program that mandated collaboration between educators and social welfare professionals. The investigator participated for 9 months in the daily activities of an educational center created cooperatively by social service agencies, a local private industry council, and a community college. In addition, in-depth interviews were conducted with and questionnaires distributed to program participants and staff. Results of the study indicated the following: (1) education, specifically earning a General Educational Development (GED) diploma, was the primary goal for a majority of the new adult learners; (2) most students recognized that obtaining a GED was crucial for future employment; (3) most of the center's adult learners were more immediately concerned with casting off the stigma of being a dropout than with acquiring skills needed to seek employment; (4) although preparing adults for employment was one of the goals of the center, there was tension regarding the best way to accomplish that; and (5) while center staff and most policy makers felt that the center should be concerned initially with serving the developmental and educational needs of participants, some representatives of local branches of the state social welfare agency felt that job placement should be emphasized. Contains 15 notes related to text; some are references. (MAB)

ED 405 015 JC 970 068

Conlon, Rose; And Others
English Works. Teaching English to Non-Native Speakers in the

In an effort to enhance students' understanding of research, a collaborative learning approach was employed in an upper division social psychology course at State University of New York's College at Buffalo. Students worked together in small groups to develop hypotheses, design simple correlational studies, and interpret results, while each student also wrote two individual papers. At the end of the semester, students rated their own and other members' contributions to the group project, as well as the effectiveness of the group experience and the project itself. An analysis of evaluations completed in two subsequent semesters, involving a total of 84 students, indicated the following: (1) a significant positive relationship was found between ratings of groups members' contributions and ratings of the group experience, particularly with respect to helpfulness and usefulness; (2) while students with better grades rated themselves as contributing more to their groups, other group members did not generally give higher ratings to their level of contribution; and (3) group size was negatively related to perceived usefulness of the group, with subjects in larger groups receiving lower ratings from others in their groups. Includes tables of project results. The project assignment, grading form, and evaluation instrument are appended. (TGI)

ED 405 032 JC 970 138

Reid, Howard M.; Morganti, John B.
Teaching the History of Psychology in Context or Depth without Breadth Leads to "Shallow" Learning.
PUB DATE- Mar 96
NOTE- 7p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Objectives; *Curriculum Development; Higher Education; *Psychology; *Textbook Content; Textbook Research; Textbooks

Although a history and systems course in psychology should provide a valuable forum for organizing the discipline, no current texts consistently provide enough coverage of the context in which the discipline emerged to anchor developments throughout the history of psychology. To test the validity of this observation, 10 undergraduate history and systems texts were reviewed in terms of their coverage of 5 significant psychological developments: Freud and the birth of psychoanalysis, Pavlov's systematic examination of classical conditioning, Gestalt psychology's loss of cohesion, the rise in popularity of IQ testing, and the post-World War II acceptance of the scientist-practitioner model of clinical training. The review sought to determine the extent to which the developments were addressed within broad philosophical/scientific, social/political, and/or psychological/personal contexts and found that the texts generally emphasized the history of the major systems of psychology rather than applied implications. As a result, efforts were undertaken to revise a history and systems course at State University of New York's College at Buffalo to provide more complete coverage of the development of psychological applications, the need for greater emphasis upon socio-political influences, and the philosophical/scientific and community college occupational education are reflected in the current national movement toward institutional accountability, this monograph describes a model accountability system for community colleges. Following introductory materials, the focus of institutional effectiveness is reviewed, indicating that measures can examine factors before, during, or after students' educational experience. Next, the following five elements that should be included in any accountability mechanism are described: (1) the participation and access of target populations, including efforts to profile student demographics and levels of academic preparation; (2) student intent and goals; (3) outcomes assessment related to student goal attainment and placement data; (4) the satisfaction of students with their educational experience and of employers with student preparation; and (5) financial/productivity statistics, including cost benefit and economic impact analyses. Finally, the effective use of data collected in accountability processes is discussed, highlighting its use in program review, program development, and developing a community report card and describing the appropriate and inappropriate uses of data with legislative and regulatory bodies. Appendixes provide a model community college accountability report, examples of student follow-up questionnaires, and examples of employer follow-up questionnaires. (HAA)

ED 405 050 JC 970 171

Breindel, Matthew D.
Persistence of New Students Who Entered College of the Desert, Fall 1991 and Fall 1992.
PUB DATE- Feb 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; College Outcomes Assessment; Community Colleges; Credit Courses; *Full Time Students; Noncredit Courses; *Part Time Students; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Desert CA

A study was undertaken at California's College of the Desert to determine the persistence rates of new students who entered the college in fall 1991 and fall 1992. Course enrollment was tracked for these students through fall 1996, with outcomes examined by student gender, ethnicity, and age; student enrollment in credit or non-credit courses; student enrollment in 12 or more units, from 6 to 11.99 units, or 5.99 or fewer units. Highlighted findings include the following: (1) credit students persisted at a significantly higher rate than non-credit students, with 42% reenrolling the subsequent fall semester and 25% reenrolling the second subsequent fall semester; (2) for noncredit students, only 12% reenrolled the subsequent fall and 7% the second subsequent fall; (3) the number of units carried, as opposed to gender, age, or ethnicity, was the principal predictor of credit student persistence; (4) 67% of the new credit students who enrolled in 12 units or more persisted to the subsequent fall semester, compared to 46% of those carrying 6 to 11.9 units and 27% of those carrying 5.9 or fewer units; and (5) the highest persistence rate of all groups was that for Hispanic students carrying 12 or more units, with 73% persisting to the subsequent fall semester and 42% re-enrolled the second fall.

outcomes on 13 program objectives dealing with cognitive and psychomotor skills. The Affective Rating Scale was used to measure the seven affective objectives. Parents as Partners Monthly Logs were used to measure outcomes on the three parent participation/education objectives. Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to the curriculum, community collaboration/participation, and staff development components of the program. Evaluation data indicated that in its fifth year of operation, the program was quite successful, with 24 of 26 objectives attained. (Recommendations for program improvement are offered. Ten appendices provide related material, including specific program objectives, the PK-SORT, and statistics broken down by building.) (AA)

ED 405 069   PS 022 210

Keller, Suzanne M.
Children and the Nintendo.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; *Critical Thinking; Elementary Secondary Education; *Eye Hand Coordination; Handedness; *Leisure Time; Problem Solving; Recreational Activities; Sex Differences; *Thinking Skills; *Video Games; Violence
IDENTIFIERS- *Nintendo

The four reports contained in this document examine the effects of the Nintendo Entertainment System (NES), which entered the lives of many children in the United States in 1986. The first report discusses a study of children's interaction with the game hardware. The study of fourth- and fifth-grade students indicated that children's interaction with the NES did not predict eye-hand coordination scores, laterality scores, or directionality scores. The second report focuses on an NES study that explored the complex thinking skills required for successful interaction with the system. The high school students in the study who played Nintendo scored higher on critical thinking skills tests than those students who did not play. The study indicated that children believe NES helps them think, and that they are transferring these thinking skills to other areas of life. The third report discusses a study involving fourth-, fifth-, and sixth-graders, and high school students. This study found that children do not think violent thoughts while playing, but think of strategy to win the game. The study also indicated that Nintendo playing activity decreases around the age span of 12 to 14. The fourth report examines why Nintendo is so appealing to children, some of the possible emotional, social, and educational benefits of NES interaction by children, as well as some possible harmful effects. Contains a total of 19 references. (TJQ)

ED 405 070   PS 022 371

Elementary Core Curriculum Standards. Levels K-3: Arts, Information Technology, Language Arts, Library Media, Mathematics, Responsible Healthy Lifestyles, Science, Social Studies. Revised Edition.
PUB DATE- 92
NOTE- 215p.; For 1987 document, see ED 280 575. For Elementary Core Curriculum Standards: Levels 4-6, see PS 022 372;

adolescents in each year from ages 10 through 14. Part 3 of the book presents trends in each of the maturity trait areas, and selected growth gradients, including likes and dislikes, same-sex friends, risk behaviors, and teacher-child relationships. Part 4 discusses briefly developmental changes that occur during ages 15 and 16. Sources of information, tables of findings from the study and chapter notes are appended. (HTH)

ED 405 087 PS 024 943

Kruse, Darryn
The Northcote Network of Schools and the Middle Years of Schooling.
PUB DATE- 8 May 96
NOTE- 14p.; Paper presented at the Australian College of Education Twilight Seminar (Australia, May 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Class Organization; Class Size; Computer Uses in Education; Cooperative Learning; Curriculum Development; *Developmental Continuity; *Early Adolescents; *Educational Improvement; Foreign Countries; Integrated Curriculum; Intermediate Grades; Junior High Schools; Learning Centers (Classroom); *Middle Schools; Parent Attitudes; Peer Teaching; Performance Contracts; School Culture; School Organization; Student Attitudes; Student Needs; Team Teaching; Thematic Approach; Tutoring
IDENTIFIERS- Australia; Learning Communities; Middle School Students

Recognizing the necessity of examining the needs of early adolescents and changing the focus of middle grades education in Australia, this report describes the findings from the Northcote Network of Schools, 8 primary and 2 secondary schools collaborating to develop continuity and coherence across grades 5 through 8. The paper outlines activities dealing with school organization, curriculum, and pedagogy, in the context of the unique needs of young adolescents and their implications for school organization and learning communities within schools. School organizational structures tried by the Northcote Network of Schools are noted, including team teaching, classes working with smaller numbers of students for longer periods of time, the use of home rooms, an integrative approach to curriculum, and appropriate learning strategies. The paper also describes how curricular concerns led to the implementation of health education programs, negotiation of curriculum content and structure, the use of individual contracts and thematic instruction based on students' questions, and the integration of pastoral care as part of the mainstream curriculum. Next, the paper details how pedagogical concerns have been addressed through cooperative group work, peer tutoring, constructivist approaches, contract-based work units, learning centers, computer technology, and student reflection. Noted barriers to change are a culture based on faculty identification with their subject area and a focus on faculty rather than student needs, and student or parent expectations of a traditional secondary level organization. Finally, the paper concludes by suggesting that one key to effective change is to understand the different cultures in primary and secondary schooling and promote the development of a new culture in the middle years. (Contains 41 references.) (KDFB) most intense play themes involve key areas that need to be mastered. Individual style, family culture, prior knowledge and experience, and current needs and interests are incorporated into children's play. A constructivist view allows the differentiation of true play from activities simply labeled as play, such as imitation of televised behavior, using coloring books, or playing video games. When children do not become deeply involved in meaningful play, develop the tools necessary to engage in constructive play, have opportunities for play, and have rich and meaningful experiences to bring to their play, their cognitive, social, and emotional development is undermined. A constructivist view provides a strong argument for advocating play as the center of the early childhood curriculum. (KDFB)

ED 405 105 PS 025 057

Cooper, Renatta M.
The Role of Play in the Accultural Process.
PUB DATE- 96
NOTE- 11p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Black Culture; Blacks; Child Advocacy; Childhood Needs; *Cultural Influences; *Early Childhood Education; Hispanic American Culture; Hispanic Americans; Identification (Psychology); Mass Media Effects; Minority Groups; Parent Attitudes; *Play; Socialization; Teacher Attitudes; *Teacher Expectations of Students; Teacher Role; *Young Children
IDENTIFIERS- African Americans; Identity (Psychological); Identity Formation; Majority Groups; Play Learning

Play, possibly the dominant socializing agent for children's social competence and identity development, is heavily influenced by media-defined images. It is important for media images of minority cultures to be filtered by parents' reactions and comments in order to counter prevalent negative images. Children's interaction with the media is reflected in their play; for children from minority cultures, the imitated behaviors may not be as effective as they are in the media portrayal. However, the desire for peer acceptance leads to increased imitation of media behavior. When given an assignment to observe the behavior of bicultural children and how adults assist them, students from the majority culture report that children of color fail in all-white environments or in school situations, commonly "acting out" or "getting into trouble." It is important to recognize that adults from minority groups view play differently from the dominant voices within early childhood education and may not view play as critical to learning. Cultural values may be expressed through roles exhibited in pretend play for African American and latina girls. Teachers' expectations for aggression in African-American and latino boys are often based on media images; behavior should be interpreted in light of its cultural context. Early childhood educators need to play a more active role in informing parents of the importance of play and how play is influenced by parents' choices. (KDFB)

ED 405 106 PS 025 058

Meier, Terry; Murrell, Peter C., Jr.

14, covering reading, writing, mathematics, and thematic units in social science, science, and current events. The book concludes with a list of over 100 favorite books for different ages, and resources for parents and teachers. (HTH)

ED 405 123 PS 025 130

Starting Smart: How Early Experiences Affect Brain Development. An Ounce of Prevention Fund Paper.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Child Development; Childhood Needs; Child Neglect; *Early Experience; *Early Intervention; Emotional Development; *Environmental Influences; Individual Development; *Infant Care; *Infants; Intellectual Development; Nature Nurture Controversy; Neurological Impairments; Nutrition
IDENTIFIERS- *Brain Development; Carolina Abecedarian Project NC; Traumas

Recent research has provided great insight into the impact of early experience on brain development. It is now believed that brain growth is highly dependent upon early experiences. Neurons allow communication and coordinated functioning among various brain areas. Brain development after birth consists of an ongoing process of wiring and rewiring the connections among neurons. The forming and breaking of neural connections depends directly on the child's experiences; only those connections and pathways frequently activated are retained. Children who have little opportunity to explore and experiment with their environment may fail to fully develop neural connections and pathways that facilitate later learning and thus may be at a permanent intellectual disadvantage. Further, exposure to trauma or chronic stress can make children more prone to emotional disturbances and less able to learn because they have overactive neural pathways that control the fear response, causing their brains to be organized primarily for survival. It is possible to influence disadvantaged children's development through early intervention programs as evidenced by the results of the Abecedarian Project. Communities can help families promote their children's brain development by: (1) educating them about the importance of early experience; (2) preventing abuse and neglect; (3) providing accessible quality mental health services; and (4) ensuring adequate early nutrition. Child care providers need training in devising appropriate environments, and parents need information on choosing quality child care. (Recommended readings are included. Contains 14 references.) (KDFB)

ED 405 124 PS 025 131

Survival Kit for Early Childhood Directors: Solutions to Daily Problems with Staff, Parents, Children, Organization, Environment.
PUB DATE- 83
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Nagle, Ami
Welfare Reform: New Challenges, Key Questions. Voices for Illinois Children Special Report (Revised Edition).
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 96
NOTE- 9p.; This "Special Report" was produced as a part of Voices' State Finances Project. Funding also provided by the Woods Fund of Chicago, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Child Support; Day Care Centers; Family Programs; *Federal Legislation; Low Income Groups; Nutrition; *Policy Analysis; Public Policy; State Federal Aid; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Child Support Enforcement; Family Support; Food Stamp Program; Illinois; Medicaid; *Personal Responsib Work Opportun Reconcil Act 1996; Supplemental Security Income Program; *Welfare Reform

This special report reviews key aspects of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and its implications for Illinois. The report describes the major stipulations in the federal welfare bill and summarizes the impact on Aid to Families with Dependent Children (AFDC); food stamp, child care, Medicaid, and Supplementary Security Income programs; child support enforcement; and immigrants. The following findings emerge from this policy analysis. Illinois is likely to lack funds to support AFDC because of the work participation and other requirements. Low income families will suffer from cuts to food stamps, and child care providers will have additional burdens of verifying income and citizenship status of recipients. The change in disability assessment will be problematic for children with combined disorders and behavioral problems. The child support provision enables Illinois to use new tools to improve the enforcement of child support payment. Eliminating benefits for legal immigrants will seriously jeopardize thousands of Illinois families. This report challenges policymakers and citizens to consider several issues, including how to provide adequate temporary income support, job availability, and the abilities of local governments to provide services. The report also provides a list of additional sources of information on the welfare bill. (Author/KDFB)

ED 405 142 PS 025 163

Kohn, Alfie, Ed.
Education, Inc.: Turning Learning into a Business. A Collection of Articles.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Advertising; Computer Uses in Education; *Consumer Protection; Economic Factors; *Educational Change; Educational Trends; Educational Vouchers; Elementary Secondary Education; Labor Force; Mass Media Effects; Privatization; Public Schools; *School Business Relationship
IDENTIFIERS- Channel One

From first-grade lessons promoting the products of Fortune 500

Mexican American immigrants and their children; immigrant parents' loss of control over their children during the struggle to adapt to urban American culture; and the inability or unwillingness of other social institutions to meet these children's needs. The sense of displacement, isolation, and alienation that such Mexican American youth feel is associated with a condition of multiple marginality (with ecological, economic, sociocultural, and sociopsychological components). What began as wayward kids hanging around the street, almost detached from family influences, unfamiliar with and uncommitted to schools, and in fear of the law, gradually became rooted as a new subculture: the street gang. Gang subculture now dominates the streets, demanding adjustment and conformity from street socialized youth, but also providing a substitute caring, teaching, and sanctioning influence. Integral to this shift in the socialization process from the home to the streets are the effects of culture shock and conflict, leading to fragmented cultural adaptation and a "cholo" (mixed Mexican/Anglo) subculture. This digest discusses the development of a gang identity among adolescents; describes gang signs, symbols, and characteristic activities; and suggests that communities and schools adopt balanced intervention strategies. (SV)

ED 405 158   RC 020 944

Morse, Susan C.
Unschooled Migrant Youth: Characteristics and Strategies To Serve
  Them. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; *Educational Strategies;
  *Immigrants; Limited English Speaking; *Migrant Education;
  *Migrant Youth; Models; Non English Speaking; Secondary
  Education; Secondary School Students; Student Adjustment;
  *Student School Relationship
IDENTIFIERS- ERIC Digests; *Student Support Services

This digest explores the phenomenon of unschooled migrant youth in U.S. communities and schools and describes the responses of schools and programs to their needs. Older youth (aged 12-21) who enter the U.S. school system with little prior educational experience often are non-English-speaking immigrants who are illiterate in their own language. As their parents migrate to seek temporary or seasonal work in agriculture or fishing, these youth suffer continuing disruptions to their schooling. Unschooled migrant youth are a rarity, and many middle and high schools are unprepared to provide special assistance. Such youth and their families need basic information and help in dealing with a myriad of alien experiences in school and community, as well as needing English and literacy instruction. Some program models that have proved helpful to unschooled migrant youth are (1) the transitional model, focusing on support services and basic literacy for newcomers; (2) the supplementary model, providing tutoring support for in-school youth and ESL evening classes for working youth; (3) alternative models, providing adult basic education, vocational ESL, and job training; and (4) advocacy programs. Successful school-based strategies focus on school climate and cultural concentrate enough on developing understandings of broad ecological concepts; it employs poor teaching and learning techniques; it contains a pervasive and systemic anthropocentric bias; and it puts too little emphasis on the urgency of the crisis that the United States faces and the need to adapt less consumptive lifestyles. (AA)

ED 405 174   SE 054 673

Mayer, Mike
Project Learning Tree (Corporate Propaganda Tree).
PUB DATE- 91
NOTE- 65p.; Reprinted from the journal, "Talking Leaves," Summer/Winter 1990, Autumn/Spring 1990, Winter/Summer 1991. Project Learning Tree is a registered trademark.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Criticism; Elementary Secondary Education; *Environmental Education; *Program Evaluation; *Science Activities; Science Instruction; Science Programs
IDENTIFIERS- *Earth; *Project Learning Tree

This document contains a critical analysis of Project Learning Tree (PLT). PLT was developed and distributed in the mid-1970s. It consists of 2 activity guides, one for grades K-6 with 89 activities and another for grades 7-12 with 88 activities. The program also provides free workshops for teachers and others. The analysis of PLT includes the following discussions: (1) introductory material; (2) sponsors of PLT; (3) consequences of over consumption, and the forest products industry's activities to encourage and then meet that demand; (4) Who is PLT/Corporate Propaganda Tree (CPT); (5) Why the forest products industry needs PLT/CPT; (6) Is PLT/CPT successful? (7) Is PLT/CPT environmental education? (8) Evaluation of environmental education materials; (9) Do PLT/CPT activities meet their stated objectives and goals? (10) Is PLT/CPT effective? Contains 85 references. (ZWH)

ED 405 175   SE 054 690

Wade, Kim
National Survey of EE Teacher Inservice Education.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Feb 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Coordinators; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Environmental Education; *Inservice Education; Inservice Teacher Education; Questionnaires
IDENTIFIERS- Environmental Education Research

This document reports the findings of a survey of EE (environmental education) coordinators in all 50 states and the District of Columbia in order to better understand the current practice of EE teacher inservice education and to identify critical, future directions for inservice programs. Survey results suggest there are vital gaps. To improve the quality and scope of EE teacher inservice education, and ultimately EE five recommendations are made. The recommendations are to begin with simple experiences, provide frequent positive experiences outdoors, focus on experiencing rather than teaching, demonstrate a personal interest in and enjoyment of the natural world, and model caring and respect for the natural world. Contains 10 references. (DDR)

ED 405 196   SE 059 763

Laughran, Laura J.; Shaw, Jerome M.
The Arizona Journey Schools Program: A Strategy for Change. Final Report.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Oct 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Involvement; *Educational Change; Elementary Secondary Education; *Parent Participation; Partnerships in Education; Professional Development; Program Evaluation
IDENTIFIERS- Arizona

The Arizona Journey Schools Program (JSP) was a two-year professional development experience whose stated purpose was to build the leadership capacity of school/community teams and establish a network of professionals to support teams as they bring about systemic change in mathematics and science teaching, learning, and assessment. This report presents the results of a summative evaluation of the program. It is organized into four main parts: (1) basics of the Journey Schools Program; (2) an assessment of the extent to which the program achieved its declared outcomes; (3) anonymous case studies illustrating the program's impact; and (4) final thoughts on the proceedings. The program's major successes include bringing together teams with both school and community-based members, building the capacity of these teams to envision and implement systemic reform in mathematics and science education at their sites, and promoting the application of this reform to all students. The JSP's shortcomings included minimal meaningful involvement of community and parent representatives, the failure to establish an Internet-based electronic network among all participating schools, and poorly defined objectives with respect to equitable reform. Appendices to the main report contain copies of essential program documents as well as rosters with contact information for actual program participants. (JRH)

ED 405 197   SE 059 766

Squire, Clayton R.
An Integrated Biology and Chemistry Curriculum.
PUB DATE- 95
NOTE- 108p.; Submitted for TA5587 Klingenstein Seminar, Klingenstein Project, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Chemistry; Curriculum Development; *Educational Strategies; Grade 9; Grade 10; High Schools; Inquiry; *Integrated Curriculum; Interdisciplinary Approach; Science Curriculum; Teaching Methods

Educational Strategies; Foreign Countries; Interviews; *Metacognition; *Physics; *Problem Solving; Quasiexperimental Design; Science Instruction; Science Teachers; Secondary Education; Statistical Analysis; *Student Attitudes; Thinking Skills

IDENTIFIERS- Portugal

This study explored the possibility of developing classroom strategies that would encourage physics teachers to put greater focus on a more qualitative, metacognitive approach to problem solving. The empirical part of this research was carried out with students approximately 16 years of age in physics (i.e., introductory Newtorian mechanics) classes at two Portuguese high schools with both qualitative and quantitative procedures being used. Interviews were used as well as a five-month quasiexperimental versus control design. Data analysis indicates significantly higher progress for the experimental students as contrasted with their control peers in metacognitive problem solving abilities, and less significant differences regarding qualitative conceptual and attitudinal change. The results suggest that a metacognitively-oriented problem solving approach might be a suitable means to assure a synergetic interaction between the scientific concepts and the thinking skills. Contains 25 references. (DDR)

ED 405 218 SE 059 808

Whitworth, Joan M.

Teachers' Personal Learning Theories: Seven Stories of Teachers Engaged in a Science Reform.

PUB DATE- Mar 97

NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997). Research reported in this paper was prepared for the Curriculum Reform Project funded by the Department of Education.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Change; Educational Innovation; Educational Technology; Intermediate Grades; Junior High Schools; Mathematics Teachers; Middle Schools; Professional Development; *School Community Relationship; Science Teachers

This paper focuses on a middle school in a reform process which includes a curriculum developed jointly by teachers and university personnel. Descriptions of the funding sources, history of the reform project's development and implementation, and the philosophy supporting the reform at various levels are provided. Profiles of the teachers and their perspectives on reform at the classroom level are used to argue for systemic and institutional support for school reform. A number of recommendations are made and include increases in teacher planning time, technology development, better student assessment techniques, more provisions to ensure continuity of the program, and better strategies for bringing new teachers into the reform process. The author concludes that reform is difficult and always subject to constraints from a variety of levels. (DDR)

ED 405 219 SE 059 809

Chen, Chung-Chih; And Others

IDENTIFIERS- *Saudi Arabia

This package includes materials for students and accompanying teaching guides and posters for teaching about life in contemporary Saudi Arabia for grades 1-8. The student folder for grades 1-3 presents information about the Middle Eastern nation in the form of a boy's letter to a friend back home. In the letter are descriptions of the cities of Riyadh and Jeddah, the Islamic faith, Saudi farming, recreational activities, the Saudi oil industry, and other aspects of life in the country. The teaching guide sets out general teaching objectives, then presents background material, objectives, skills tips, and discussion questions corresponding to each page of the child's letter. Student worksheets in the guide include a connect-the-dots illustration, a page requiring students to tell the boy's story chronologically, multiple choice questions, and other activities. Presented in the form of a one-act play for classroom role playing, the pamphlet for grades 4-6 describes Saudi Arabia as a modern nation. Students learn about the country's role in the oil industry, its central position in the religion of Islam, and its relationship with the United States. The student folder includes color photographs and a map. On both sides of the poster are photographs portraying various aspects of Saudi life. The teacher's guide includes suggested teaching objectives, instructions for using the poster, details on developing map, photo, and reading skills, a pronunciation and vocabulary key, a guide to topical segments, and follow-up activities. The guide also includes worksheets for students. Readings for junior high school students (grades 7-8) and senior high school students (grades 9-12) describe the nation's geography, people, future, and Islamic faith. A discussion of the challenges that Saudi Arabia faces touches on the country's mineral wealth, its need for economic diversification, the government's ability to share its wealth with the Saudi people, and its relations with the United States and the rest of the world. Included are color photographs and two maps. The teacher's guide includes suggested learning objectives, background material on reading topics, discussion ideas, learning activities, and duplicatable student worksheets. (SG)

ED 405 237   SO 024 059

Doll, Carol A., Ed.
Exploring the Pacific States through Literature.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Books; Childrens Literature; Cultural Background; Elementary Education; *Fiction; Learning Activities; Modern History; *Nonfiction; *Resource Materials; Social Studies; *State History; United States History; *United States Literature
IDENTIFIERS- *United States (Pacific States)

The "Exploring the United States through Literature Series" comprises seven annotated regional resource guides to selected print and nonprint materials for grades K-8. Each regional resource is divided into state sections identifying materials that relate to the history, culture, geography, resources, industries, literature and lore, and famous figures of the states in the region. This document focuses on the Pacific states of Alaska, California, Hawaii, Oregon, and Washington. The book is a selection tool for teachers, school library media

Kazimir Malevich, (1878-1935), a Russian painter from Kiev (Ukraine) and a leader in geometric abstraction who developed a style called "Suprematism." Influences on and innovations of Malevich's art are examined, and his art is related to the historical and cultural context in Russia during the early decades of the 20th century. The guide accompanies 20 colored slides that are reproduced as black and white in the text. Contextual information, discussion questions and student activities are given for each slide reproduction. The guide concludes with a time line, time line discussion questions and activities, and a bibliography. A second booklet provides extensive information on the life and times of Malevich, gives excepts from historic writings about the artist, and includes an annotated chronology of his life, a description of "Malevich's Teaching Charts," and suggested readings. Six study prints are given. (MM)

ED 405 256 SO 026 709

Powe, Faye
Matisse in Morocco: The Paintings and Drawings, 1912-1913. Teachers' Packet. A USA/USSR Joint Project.
PUB DATE- 90
NOTE- 21p.; Eight color slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Criticism; *Art Education; *Art History; *Artists; Cultural Context; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Non Western Civilization; Painting (Visual Arts); Western Civilization
IDENTIFIERS- Fauvism; *Matisse (Henri); *Morocco

Henri Matisse (1869-1954) is recognized as one of the great artists of the twentieth century. The paintings and drawings that he executed in Morocco in 1912 and 1913 reveal a pivotal stage in the artist's career. His Moroccan paintings have been compared to an interior journey taking place side by side with the outer one. This packet includes background information on Matisse's life and travels; eight slide images that also are reproduced in black and white in the guide; descriptions of the exemplars and suggested student activities; selected references; and an abbreviated guide to Morocco with a brief glossary of Islamic and Moroccan terms. (MM)

ED 405 257 SO 026 829

Herberholz, Donald; Herberholz, Barbara
Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness. Seventh Edition.
PUB DATE- Feb 94
NOTE- 233p.; Published by Brown & Benchmark, which was later acquired by McGraw-Hill. Contains 34 colorplates that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aesthetics; *Art Activities; *Art Criticism; *Art Education; *Art History; Artists; Childrens Art; Developmental Stages; Discipline Based Art Education; Elementary Education; Higher Education; Professional Education; Teacher Education;

Resources"; (7) "ASL Chart"; and (8) "Illustration of Gorilla." (EH)

ED 405 278 SO 027 173

McAlpine, Jim; And Others
Creative Problem Solving: Faces of Man (The Arts).
PUB DATE- 89
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; Cognitive Processes; Convergent Thinking; Creative Thinking; *Dance; Divergent Thinking; Problem Solving; Secondary Education; *Theater Arts; *Visual Arts

This book provides a collection of brief biographical sketches with accompanying problems for students to learn the Creative-Problem-Solving (CPS) process. Selected profiles include man as the following: painter, writer, musician, composer, sculptor, actor, dancer, architect, photographer, and designer. In order for students to effectively use Creative Problem Solving: Faces of Man (The Arts) (CPS:FOM(TA)) they should be familiar with: the purpose and function of each step of CPS; the purpose and function of each level of thinking according to Bloom's Taxonomy; and the purpose and function of each step of the research scheme. Understanding the integration of Creative Problem Solving, Bloom's Taxonomy, and the Research Scheme enables an individual to break down the most complex research topic into workable components. CPS:FOM(TA) is an exmaple of the integration and interaction of CPS, Bloom's Taxonomy, and the Research Scheme in a sequential and hierarchal structure. Each process is presented separately for understanding and is followed by a simulation of their relationship to each other. Direct instruction in each process is essential. Sections of the book include: (1) "Teacher Section"; (2) "Literary Arts"; (3) "Performing Arts"; and (4) "Visual Arts." Contains a 16-item bibliography. (EH)

ED 405 279 SO 027 182

Bruton, Sheila, Ed.; And Others
Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve. Revised Version.
PUB DATE- 96
NOTE- 176p.; For earlier versions, see ED 231 708 and ED 317 483.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Art; Art Education; *Dance; Elementary Secondary Education; Fine Arts; Humanities; *Music; *State Curriculum Guides; State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *California

This book provides a framework of what California students should know about the arts and is organized around the vision of providing opportunities for all students to become responsible, creative, reasoning, understanding and thoughtful citizens. This guide clearly defines a balanced, comprehensive arts

November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Cooperating Teachers; Educational Environment; *Field Experience Programs; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; *Practicums; *Practicum Supervision; Preservice Teacher Education; *Student Attitudes; Student Teachers; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Louisiana Technological University

A study was made of 10 practicum students in the College of Education at Louisiana Tech University and 7 cooperating teachers at a nearby middle school. The purpose of the study was to describe and analyze the practicum experience and its role in the preparation of middle school practicum students. Analysis of the study data yielded several findings. First, from the students' perspective, content knowledge and classroom management skills were not adequate, and they wanted more practical applications in addition to the opportunity to teach more. Second, from the teachers' perspective, students' content knowledge and classroom management skills were inadequate, and the university should provide some structured and formal methods to assist students in their deficiencies. Third, students were concerned that they were not receiving enough teaching experience, and students appeared to feel that they were in hostile environments, instead of pleasant school settings. Finally, teachers were concerned with the large number of students that were assigned to some teachers, while others received no assignments. (ND)

ED 405 301 SP 037 179

McFadden, John; And Others
Multicultural & Global/International Education: Guidelines for Programs in Teacher Education.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cross Cultural Studies; Cross Cultural Training; *Cultural Awareness; Elementary Secondary Education; *Global Education; Higher Education; Intercultural Programs; *International Education; *Multicultural Education; *Preservice Teacher Education; Resource Materials

Multicultural education strives to value and respect the uniqueness of persons within a common human community. It expresses the democratic ideals of equality, of unity within diversity, and of justice for all, free of any racial, gender, or social class discrimination. This six-part document explores multicultural and international education in the context of teacher education programs. Part 1 explains multicultural education and examines considerations in educating teachers in multicultural education. Part 2 looks at global/international education and considerations for teacher education. Part 3 focuses on tensions or conflicts between multicultural education and global/international education. Part 4 explores commonalities and connections between multicultural education and global/international education. Part 5 outlines recommendations, including: providing teachers with cross-cultural experiences and reflection, recognizing that multicultural and global and international education involve an

HIV/AIDS and health education curricula. The fourth section notes implementation barriers at the classroom, administrative, and school-community collaborative levels. The fifth section deals with prevention within institutions of higher education and schools, colleges, and departments of education, through preparation of future educators and through partnerships with campus, school, and community groups. The sixth section outlines the AACTE/CDC Project: Build a Future without AIDS. The Joint Statement on School Health by the Secretaries of Education and Health and Human Services is appended. (Contains 10 figures and 61 references.) (JLS)

ED 405 320   SP 037 199

Abel, Frederick J.; And Others
Serving Under Represented Diverse Populations: Five Institutions Reflect on Progress.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 17, 1997). For a related document, see ED 367 604.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College School Cooperation; Elementary Secondary Education; *Enrollment Trends; Field Experience Programs; Higher Education; *Minority Groups; *Minority Group Teachers; Multicultural Education; Preservice Teacher Education; *Teacher Education Programs; *Teacher Recruitment
IDENTIFIERS- Central Washington University; *Diversity (Faculty); *Diversity (Student); Jacksonville State University AL; Montana State University; Saginaw Valley State University MI; State University of New York Coll at Plattsburgh

This paper describes how five medium sized state institutions from various parts of the country have progressed in meeting the needs of under-represented, diverse populations over the past four years. The five institutions are: Central Washington University, Jacksonville State University (Alabama), State University of New York at Plattsburgh, Montana State University, and Saginaw Valley State University (Michigan). Data from each institution are included in the appendix. (Author/ND)

ED 405 321   SP 037 200

Schnackenberg, Heidi L.
Practical Motivational Techniques for Preservice Teachers and Instructional Design Strategies.
PUB DATE- Feb 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Albuquerque, NM, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Higher Education; *Motivation Techniques; *Preservice Teacher Education; Program Effectiveness; Questionnaires; Student Attitudes; *Student Motivation; Student Teachers; Teacher Attitudes
IDENTIFIERS- Preservice Teachers

participants and agencies involved. "Guidelines for the Metropolitan State College of Denver (MSCD) Teacher Candidate Portfolio, Fall 1996" is appended and comprises the bulk of this document. The guidelines contain information on: the types of evidence required in the MSCD portfolio; its purpose; required format; when and how candidates will present their portfolios; the checkpoints and timeline for portfolio development and assessment; a pie chart, with explanations, detailing the portfolio evaluation process; reflective commentary guidelines; protfolio assessment guidelines for faculty; and several pages of instructions and helps for assembling various parts of the portfolio. (JLS)

ED 405 339   SP 037 222

Berkeley, Terry R.; And Others
A Focus on Diversity and Change: Professional Development, Partnership, and Commitment.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Colleges; *Cultural Awareness; Elementary Education; Faculty Development; Higher Education; *Multicultural Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teaching; Teacher Education Programs; Teacher Improvement; Two Year Colleges
IDENTIFIERS- Anne Arundel Community College MD; Anne Arundel County Public Schools MD; Towson State University MD

Jessup Elementary School (Maryland), Towson State University (TSU) (Maryland), and Anne Arundel Community College (Maryland) have joined in a effort to change the notion of partnership in professional development schools (PDSs). The focus is not only the preparation of early childhood teachers but also the professional development of faculty and staff. The elementary school has a diverse student population that includes many from military families, students with disabilities, and students from different racial and ethnic groups; the socioeconomic make-up of the school ranges from very low levels to upper middle class. The purposes of the partnership redesign include: create a PDS at Jessup Elementary School; design and implement an extended internship program; create and update personal professional development plans (PDPs) for teaching interns, beginning teachers, and experienced educators; and integrate and align program and course content with PDPs and school improvement plans. Historically, TSU pre-service education students completed their professional field experiences in predominately white middle class schools. Some dissatisfaction was expressed regarding their level of preparation for teaching in diverse classrooms. Through the pilot program, preservice teachers are actively involved in all aspects of the school for three semesters. Education classes are taught at the school and the pre-service teachers become part of the elementary school gaining an in-depth experience of diversity. (JLS)

ED 405 340   SP 037 223

Taylor, Marilyn J.; And Others

Bibliography of Assessment Alternatives: Grading. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; Elementary Secondary Education; Grades (Scholastic); *Grading; Higher Education; *Report Cards; *Scoring; *Student Evaluation; *Training; User Needs (Information)
IDENTIFIERS- United States (Northwest)

This bibliography includes papers about grading and reporting, sample report card formats, training materials on grading and reporting, and first-person narratives from educators who have tried to reform the ways they grade students. The first section of this annotated bibliography is a listing of the articles in alphabetical order by primary author, and the second section is an index using content descriptors developed for the paper. Items in this bibliography may be borrowed free of charge in Alaska, Idaho, Montana, Oregon, and Washington. Users in other states are charged a handling fee. A shelf number is listed at the end of each annotation. Contains 50 annotated references. (SLD)

ED 405 359 TM 026 195

Russell, Michael; Haney, Walt
Testing Writing on Computers: Results of a Pilot Study To Compare Student Writing Test Performance via Computer or via Paper-and-Pencil.
PUB DATE- 4 Oct 96
NOTE- 26p.; Paper presented at the Mid-Atlantic Alliance for Computers and Writing Conference (1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Essay Tests; High Schools; *High School Students; Multiple Choice Tests; Performance Factors; Scoring; *Test Format; Testing Problems; *Writing Tests
IDENTIFIERS- *Open Ended Questions; *Paper and Pencil Tests

The results of a small research project that studied the effect computer administration has on student performance for writing or essay tests are presented. The introduction of computer-administered tests has raised concern about the equivalence of scores generated by computer versus paper-and-pencil test versions. For this study a sample of students from the Advanced Laboratory School in Worcester, Massachusetts completed performance writing items and items from the National Assessment of Educational Progress in the traditional paper-and-pencil form or in a computerized version developed for the study. The actual number of students who participated was 42 in the computer test group and 47 in the traditional test group. The final test consisted of a combination of multiple-choice and open-ended items. To score the performance writing item, all hand-written responses were entered verbatim into the computer to prevent raters from knowing which responses were originally written by hand. Unlike much previous research on the effects of computer administration of tests, these results

IDENTIFIERS- *Direct Lending; *Family Education Loan Program

Most federal support for student financial aid is distributed through student loans via the William D. Ford Federal Direct Loan Program (FDLP) and the Federal Family Education Loan Program (FFELP). This report provides information on the number of schools in each program, and the distribution of student loans between the two programs; the loan default rate for schools associated with each program; and the number of schools in each program on a state-by-state basis and among the 100 largest postsecondary schools participating in these federal loan programs. Figures and tables include fiscal year 1995 loan volume for schools in FDLP and FFELP; comparison of FDLP and FFELP loan volume during FDLP's first 2 years; FFELP default rates for FDLP and FFELP schools 1993 cohort year; FDLP schools' share of fiscal year 1995 loan volume by state; and FDLP versus FFELP participation of the 100 schools with largest enrollments as of October 1995. Scope and methodology are described in an appendix. A second appendix contains selected information on FDLP and FFELP schools including a table of program participation as of October 1996 for the 100 schools with the largest enrollments in Fall 1995. (JLS)

ED 404 920 HE 029 925

McNeill, Joyce H.; Payne, Pamela K.
Cooperative Learning Groups at the College Level: Applicable Learning.
PUB DATE- Dec 96
NOTE- 11p.; Paper presented at the Division for Early Childhood, International Early Childhood Conference On Children with Special Needs (Phoenix, AZ, December 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *College Instruction; *Cooperative Learning; Group Activities; Higher Education; Peer Relationship; Peer Teaching; Student Evaluation; Teaching Methods; Undergraduate Students

This paper is an overview of cooperative learning and its application at the college level. Cooperative learning is defined as occuring when small groups of students work together to maximize their own and each other's learning. The essential elements of cooperative learning include positive interdependence, face-to-face interaction, individual accountability, interpersonal skills, and group processing. The benefits include providing students opportunities to learn from others in informal interactions, social learning that enlightens students to the differences and similarities among individuals in an informal atmosphere, the opportunity for students to practice a collaborative team model, and the experience of positive team interactions. Additional benefits include interactions in which critical thinking skills are used to come to necessary resolutions and the opportunity to cognitively incorporate theoretical concepts through practical application. Instructors also benefit, gaining insights into their students' learning not usually measurable by traditional classroom activities and assessments. Examples of models used with cooperative learning groups include "turn to your partner and...", "think, pair, and share", and "triads with speakers and listeners." Evaluation methods in cooperative learning include student journal writing, student learning logs, and student-instructor conferences. Examples of student journal responses and student learning log comments are included as

Ratcliff, James L.; And Others
Realizing the Potential: Improving Postsecondary Teaching, Learning, and Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Faculty; *College Instruction; College Role; College Students; Community Colleges; *Educational Improvement; *Educational Policy; Educational Research; Higher Education; Instructional Effectiveness; *Learning; Minority Groups; Outcomes of Education; Student Development; *Student Evaluation; Universities

This report summarizes research findings on the improvement of postsecondary teaching, learning, and assessment. It was found that 2-year and 4-year institutions provided relatively equal cognitive gains for students after the initial year, and that African American students attending historically black colleges or universities showed comparable first-year cognitive gains to their counterparts attending predominantly white institutions. It was also found that the most influential experiences in noncontent learning for students involved human interactions with other students and faculty. Active student involvement in their own learning (through collaborative learning, internships, and meaningful work-study) brought students greater learning effectiveness. Research indicated that while faculty are innovative and adjust their teaching styles to accommodate students' needs, little reward exists in the system for such investment. Faculty who spent more time on research and publishing and less time on teaching earned the highest salaries. It is concluded that faculty, administrators, and state legislators need to welcome diversity, assess student development to show pathways to improvement, and support efforts to encourage, educate, and assist new faculty to become skilled and proficient at curriculum planning, instruction, and advising. (Contains 70 references.) (MDM)

ED 404 940 HE 029 955

McCormick, Marcia, Comp.
Colleges and Universities: Degrees and Awards Conferred, 1994-95.
PUB DATE- Jun 96
NOTE- 51p.; For related documents, see HE 029 956-959. For the previous edition, see ED 388 167.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Colleges; *Degrees (Academic); Doctoral Degrees; *Educational Trends; Enrollment; Higher Education; Majors (Students); Masters Degrees; Race; Sex; State Surveys; Statistical Data; Trend Analysis; *Universities
IDENTIFIERS- *Pennsylvania

This report provides statistical information covering degrees conferred by Pennsylvania colleges and universities in 1994-95. Data are drawn from an annual survey of 145 Pennsylvania colleges and universities and national surveys conducted by the National Center for Educational Statistics. The total number of degrees conferred in 1994-95 was 112,658, including 8,087 specialized associate degrees conferred by 95 private licensed

PUB DATE- 97
NOTE- 181p.; Bound into the report is a 3.5 inch diskette entitled "ODDSTATS" which provides data to accompany the 1995-1996 edition of Open Doors," presented both in DOS ASCII and Microsoft Excel formats; diskette not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); *Enrollment; Expenditures; Foreign Nationals; *Foreign Students; Higher Education; *International Education; International Educational Exchange; International Programs; Paying for College; Student Characteristics; Student Exchange Programs; Student Financial Aid; *Student Mobility; *Study Abroad; Teacher Exchange Programs
IDENTIFIERS- Cooperative Institutional Research Program; International Student Satisfaction Report

This report examines current and historical data on international student mobility, based on surveys of foreign students and scholars in the United States and U.S. students in study abroad programs and the Cooperative Institutional Research Program. The 65 data tables and 40 figures and accompanying summary text are organized as follows: (1) total number of foreign students in the United States; (2) foreign student enrollment by region of origin, and (3) by country of origin; (4) undergraduate and graduate distribution by county or origin; (5) analyses of foreign students based on the Cooperative Institutional Research Program Freshman Survey data and the International Student Satisfaction Report; (6) distribution of foreign students in the United States by county, region, and state; (7) primary sources of funding and estimated expenditures of foreign students; (8) foreign student enrollments by institution; (9) academic and personal characteristics of foreign students; (10) numbers and destinations of U.S. students studying abroad; (11) number and activities of foreign scholars on U.S. campuses; and (12) description of the methodology used. Several chapters contain brief essays that offer unique perspectives on different aspects of international education by several experts. A final brief chapter lists the data available on the diskette and explains its use. (CH)

ED 404 960 HE 029 983

Elfin, Mel, Ed.
America's Best Graduate Schools, 1997. Exclusive Rankings: The Latest Word on Admissions, Entrance Tests, and Job Prospects, Plus a Directory of Law, Business, Medical, Osteopathic Medical, and Engineering Schools.
PUB DATE- 97
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; Career Guidance; *Career Planning; *College Entrance Examinations; Degree Requirements; *Doctoral Programs; Educational Experience; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; *Institutional Evaluation; *Masters Programs; Universities; Upper Division Colleges
IDENTIFIERS- *Ranking

degrees 2 years later. The types of factors responsible for longer time-to-degree include external (finances), individual (student's abilities), and institutional (policies). Institutional or state-imposed limits, modified academic policies, and incentives have been suggested as means to reduce time-to-degree. Data tables on trends in graduation rates by campus for Maryland public four-year campuses, summary of focus group interviews, and summary of state actions to reduce time-to-degree are appended. (JLS)

ED 404 978 HE 030 021

Minority Achievement Report, 1996, Data Highlights.
PUB DATE- Dec 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Black Students; Black Teachers; College Faculty; Community Colleges; Educational Attainment; *Enrollment Rate; *Enrollment Trends; Higher Education; Public Colleges; *School Demography; State Colleges; State Surveys; State Universities; Statistical Data; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *African Americans; *Maryland

Each Maryland public campus submits annual minority achievement reports as part of the state-mandated accountability process. This is a report of the 1995 data. In 1995, Prince George's Community College had the largest number of African-American undergraduate students (7,623) followed by Morgan (5,337), Baltimore City Community College (4,877), Montgomery College (4,511), University of Maryland College Park (3,218), Coppin (2,826), and Bowie (2,757). Between 1991 and 1995, the number of African-American students increased by 17 percent at public four-year campuses and by 18 percent at community colleges. The percentage of first-time full-time freshmen who are African-American increased from 25 percent in 1991 to 28 percent in 1995. The second year retention rates for African-American students at public four-year campuses remained essentially the same at 75 percent, compared to 79 percent for all students, between 1990 and 1994. Six year graduation rates for African-American students at public four-year campuses increased from 30 percent for the class of 1984 to 39 percent for the class of 1989. Statewide, there has been a 21 percent increase in the number of African-American full-time faculty between 1990 and 1995. Data are displayed in tables for institution and other categories. (JLS)

ED 404 979 IR 015 999

Glossary of Educational Technology Terms = Glossar zur Bildungstechnologie.
SPONS. AGENCY- International Bureau of Education, Geneva (Switzerland).
PUB DATE- 92
NOTE- 277p.; For English-French version, see ED 352 944.
LANGUAGE- English; German
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Audiovisual Instruction; Computer Assisted Instruction; *Definitions; *Educational Technology; Educational Television; Elementary Secondary Education; Glossaries;

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Freedom; Access to Information; *Censorship; Elementary Secondary Education; Federal Legislation; Intellectual Freedom; Library Administration; Library Collection Development; *Library Material Selection; Policy Formation; Professional Associations; Public Schools; School Administration; School Libraries; School Policy; School Publications; *Student Rights
IDENTIFIERS- American Association of School Administrators; American Library Association; Library Bill of Rights

The American Library Association and the American Association of School Administrators have worked together for many years to address issues surrounding public school censorship and academic freedom. The purpose of this book is to provide educators and citizens alike with information essential to sustaining the free marketplace of ideas in education. Topics covered in this volume include a survey of censorship in schools; arenas of conflict in the schools; key issues and concerns around which censorship controversies have occurred; how to establish selection policies; how to handle a complaint; a review of the laws regarding censorship in schools; and a checklist for a school system to prepare for and respond to censorship efforts. Included in the appendices are several interpretations of the Library Bill of Rights as it relates to access to library and media resources and services, free access to libraries for minors, and diversity in collection development; tips and samples for writing a selection policy; guidelines for student publications; tips for dealing with concerns about library resources; a selected list of concerned national organizations; summaries of selected legal cases; and a selected, annotated bibliography on the First Amendment and intellectual freedom. (JLB)

ED 404 997 IR 054 894

Wilson, Patricia J.; Blake, Martha
What Principals Should Know about Library Media Centers.
PUB DATE- Dec 93
NOTE- 6p.; Article based on "Information Power: Guidelines for School Library Media Programs," see ED 315 026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Media; Elementary Secondary Education; Evaluation Methods; Job Skills; Knowledge Level; *Learning Resources Centers; Library Role; Library Services; *Media Specialists; *Principals; Program Evaluation; Program Improvement; *School Libraries; Surveys; Training

A national survey of 1,000 principals and 1,000 school media specialists indicates that principals have very little knowledge about what really happens in the school library media center. Ten statements are presented to enable readers to test their own knowledge about library media centers. The responses make it clear that principals have had little training about media centers and have little knowledge of what skills librarians have acquired. The multiple tasks the media specialist performs are highlighted. Most principals wait until an accreditation visit is scheduled before turning their attention to the library, but library evaluation should be an ongoing process. Ten suggestions are given for ways to learn more about the media center. They include visits with other schools and regular discussions with the media specialist about

Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 150p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 069-072.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Class Activities; Curriculum Development; Educational Games; *English (Second Language); Grammar; *Inplant Programs; Language Tests; *Learning Activities; Postsecondary Education; *Student Evaluation; Workplace Literacy

One of a series of workplace education modules, this module includes assessment instruments and classroom activities for teaching English as a Second Language (ESL) in the workplace. First, an overview is provided, describing issues unique to teaching ESL in the workplace. Five levels of difficulty are then described for module activities (i.e., beginning, beginning/intermediate, intermediate, intermediate/advanced, and advanced) and four sample instruments are provided for assessing students' language level, including an oral assessment form, a written test, an informal language inventory, and a reading and writing assessment test. The bulk of the module then provides 60 classroom exercises related to the following notional or functional categories: (1) idioms; (2) making introductions; (3) conveying personal information; (4) workplace rules and safety; (5) illness/injury; (6) parts of the body; (7) location and directions; (8) seasons; (9) food; (10) transportation and travel; (11) time; (12) grammatical categories, including adjectives, articles, count and non-count nouns, parts of speech, prepositions, and pronouns; (13) pronunciation; (14) question formation; (15) reading prediction; (16) vocabulary; (17) present continuous, simple present, future, conditional, and imperative verb tenses; (18) phrasal verbs; (19) recognizing verb tense; and (21) infinitives and gerunds. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials. (HAA)

ED 405 016 JC 970 069

Garcia, Cheryl Blum; And Others
Learning To Learn: Mind Fitness.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 114p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 068-072.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Class Activities; *Cognitive Style; Curriculum Development; *Inplant Programs; Learning Activities; *Learning Strategies; Postsecondary Education; Thinking Skills

psychological/personal contexts. Includes a list of texts examined and a table of survey results. (TGI)

ED 405 033 JC 970 139

Martino, Gail; Sala, Fabio
Engaging Students in Large Lecture Classes.
PUB DATE- Mar 96
NOTE- 15p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Higher Education; *Instructional Effectiveness; Introductory Courses; Participant Satisfaction; *Psychology; *Questioning Techniques; *Student Attitudes; *Student Participation; Teaching Methods

In an effort to encourage student participation and instructor-student communication in a large introductory psychology course, an approach was developed to call on students involuntarily to answer critical thinking questions rather than factual questions. To address the possibility that students would be anxious and intimidated about speaking in a large class, the interaction was made more personal by addressing students by their first name, students were given adequate time to formulate answers, and students were allowed to refuse to answer questions. At the end of the semester, an evaluation questionnaire containing both closed- and open-ended questions was distributed to students, with 124 filling out questionnaires. Among the respondents, 90 included comments about their thoughts on students being called at random in a large lecture class and 60 indicated that they had participated involuntarily. Results of the closed-ended survey questions suggested that students preferred critical thinking questions to fact-based questions and that involuntary participation increased attentiveness and course preparation. However, findings also suggested that involuntary participation did not lead to subsequent voluntary participation. In sum, students' evaluations of the method were generally positive, while evidence was also found that the method supported course learning goals. Includes tables of survey results. Contains 12 references. (TGI)

ED 405 034 JC 970 140

Yatani, Choichiro
TQM in Class: From Disaster to Success in Essay Exams in Introductory Psychology.
PUB DATE- Mar 96
NOTE- 16p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cooperative Learning; Essay Tests; Participative Decision Making; *Psychology; *Student Responsibility; Test Construction; *Total Quality Management; Two Year Colleges

Detailed data tables are included. (HAA)

ED 405 051 JC 970 174

Ignash, Jan
Results of an Investigation of State Policies for the A.A.S. Degree.
PUB DATE- Feb 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *Board of Education Policy; Community Colleges; *Degree Requirements; *Educational Practices; General Education; Policy Formation; Required Courses; *State Boards of Education; State Standards; Two Year Colleges
IDENTIFIERS- Illinois State Board of Education; Listservs

To help determine the appropriateness of Illinois Board of Higher Education policies related to the Associate of Applied Science (AAS) degree, a study was conducted over the State Higher Education Executive Officers listserv to determine current state-level policies and practices. Six policy questions were posted to the listserv related to minimum specifications for general education coursework, core general education courses, requirements for providing transferable general education, guidelines for integrating academic and applied education, responses to articulation and career ladder concerns, and work-based learning requirements. Twenty-two states responded to the query, with 12 states sending additional documentation. Responses indicated the following: (1) 13 states specified credit-hour minimums for general education coursework, 7 for technical/professional specialty coursework, and 2 for coursework that supports specialty areas; (2) 10 states recommended a core of specific general education coursework; (3) 1 state required that general education for the AAS degree be transferable, while 7 states encouraged it; (4) 1 state specifically recommended that colleges include integration of academic and technical education in AAS program design; (5) articulation concerns were addressed in state-level policy recommendations in 7 states; and (6) no state had specifically developed a policy prescribing that a work-based learning component be a part of the AAS degree, although in practice, many AAS degrees contained this component. Sample comments are included. (HAA)

ED 405 052 JC 970 176

Klein, Steven G.; And Others
Applying the Standard: Using Industry Skill Standards To Improve Curriculum and Instruction. Lessons Learned from Early Implementers in Four States.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE- 12 Nov 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Curriculum Development; *Educational Improvement; Educational Needs; *Educational Practices; Higher Education; Job Skills; Professional Education; Program Implementation; *School Business Relationship; Secondary Education; State Standards

supersedes ED 344 823.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Computer Literacy; *Core Curriculum; *Educational Objectives; *Elementary School Curriculum; Health Education; Language Arts; Library Skills; Mathematics Curriculum; Primary Education; Science Curriculum; Social Studies
IDENTIFIERS- Utah State Board of Education

A core curriculum was developed as a result of the Utah State Board of Education's establishment of a policy requiring identification of specific core curriculum standards to be completed by all students in kindergarten through grade 12 as a requisite for graduation from secondary school. The core curriculum represents those standards of learning that are essential for all students. The standards relate to ideas, concepts, and skills that provide the foundation for subsequent learning. This document presents the core curriculum standards for kindergarten through grade 3. An introductory section explains various requirements of the state board of education pertaining to elementary and secondary education. The next sections are organized by the following subject areas: (1) arts; (2) information technology; (3) language arts; (4) library media; (5) mathematics; (6) responsible healthy lifestyles; (7) science; and (8) social studies. Each of these sections is further divided by grade level. For each grade level, core standards are stated and specific objectives related to the standards are listed. (TM)

ED 405 071 PS 022 372

Elementary Core Curriculum Standards. Levels 4-6: Arts, Information Technology, Language Arts, Library Media, Mathematics, Responsible Healthy Lifestyles, Science, Social Studies. Revised Edition.
PUB DATE- 91
NOTE- 161p.; For Elementary Core Curriculum Standards: Levels K-3, see PS 022 371.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Computer Literacy; *Core Curriculum; *Educational Objectives; *Elementary School Curriculum; Health Education; Intermediate Grades; Language Arts; Library Skills; Mathematics Curriculum; Science Curriculum; Social Studies
IDENTIFIERS- Utah State Board of Education

A core curriculum was developed as a result of the Utah State Board of Education's establishment of a policy requiring identification of specific core curriculum standards to be completed by all students in kindergarten through grade 12 as a requisite for graduation from secondary school. The core curriculum represents those standards of learning that are essential for all students. The standards relate to ideas, concepts, and skills that provide the foundation for subsequent learning. This document presents the core curriculum standards for grades 4 through 6. An introductory section explains various requirements of the state board of education pertaining

ED 405 088 PS 024 952

Claus, Richard N.; Quimper, Barry E.
Michigan School Readiness Program Product Evaluation Report, 1995-96.
PUB DATE- Jun 96
NOTE- 67p.; For 1994-1995 document in this series, see PS 023 448.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; *High Risk Students; Outcomes of Education; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; Partnerships in Education; Performance; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; Young Children
IDENTIFIERS- *Michigan (Saginaw); *Prekindergarten Saginaw Objective Reference Test

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for 4-year-old children from the inner city. Its goal is to provide an environment that develops school readiness skills in seven areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. An annual evaluation was conducted in 1996. The results showed that the program attained nine of its nine objectives in the cognitive skills area, three of four objectives in the psychomotor skills area (both areas measured using the Prekindergarten Saginaw Objective Referenced Test, or PK-SORT), and seven of the seven affective objectives (measured with the Affective Rating Scale). Outcomes on the parent participation/education, curriculum, community collaboration/participation, and staff development components of the program showed that six of the six objectives were attained. (Eleven appendixes present: MSRP participants by building; a narrative program description; the PK-SORT 1990; the Affective Rating Scale (ARS); decision rules used for MSRP participation and parent participation tally sheets; percent of student attaining mastery on PK-SORT objectives by building; average pre- to post-test change on the ARS; MSRP families attaining objectives regarding Parents as Partners; the prekindergarten curriculum advisory committee; family life education advisory committee membership; and the Michigan Department of Education At-Risk Advisory Committee.) (SD)

ED 405 089 PS 025 000

The State of Arizona's Children, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Margaret T. Morris Foundation, Prescott, AZ.
PUB DATE- Jun 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; *Children; Day Care Centers; Demography; Dropout Rate; Early Parenthood; Family (Sociological Unit); Foster Care; Incidence; Infant Mortality; Infants; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social

"They Can't Even Play Right!" Cultural Myopia in the Analysis of Play--Cultural Perspectives on Human Development.
PUB DATE- 96
NOTE- 16p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Aggression; Cultural Influences; *Early Childhood Education; Piagetian Theory; *Play; Socialization; *Theories; Toys; *Young Children
IDENTIFIERS- Barbie Dolls; Piaget (Jean); Vygotsky (Lev S)

Using the framework of cultural context analysis, this paper examines how cultural myopia can lead to inaccurate generalizations regarding play and development among children in diverse sociocultural groups in the United States. The paper argues that analyses drawing causal connections between playing with particular toys or in certain ways and the development of specific behaviors and attitudes are too simplistic. Play with action figures by working-class children of color is misinterpreted because analysis focuses on the manifest symbols and aggression and underplays children's understanding of the objects as symbols and how they are used. Careful analysis of play should not impose one's own meanings on to props, such as assuming that Barbie dolls are objects signifying sex identification. Mental representations drawn upon in play include rules, behavioral codes, and social constraints from the social and cultural context of the child. Although Vygotskian and Piagetian theories proposed invention and internalization as keys in children's cognitive development, neither addressed the specific social and cultural context of cognitive development. Discursive psychology is a perspective focusing on the communicative context which considers children's uses of signs to understanding the development of their thinking. Practitioners and researchers need to consider more carefully the signs and symbols used in play, reflect on biases as observers, and begin to view play as the use that children make of symbols. The concern should not be the props or toys themselves, but rather, how children are socialized into particular uses of the props in play. (KDFB)

ED 405 107 PS 025 059

Bartolini, Vicki
On-the-Job Training: Children's Play and Work.
PUB DATE- 96
NOTE- 9p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; *Early Childhood Education; *Education Work Relationship; Interpersonal Competence; *Play; Pretend Play; Work Attitudes; *Young Children
IDENTIFIERS- Gardner (Howard); Goleman (Daniel J); Multiple Intelligences; National Association Educ of Young Children; Play Learning; Vygotsky (Lev S)

Play should be taken seriously because of its relevance for future workers. Current research indicates that the most successful workers are creative and socially capable rather than merely highly skilled or intelligent. Play enables children to develop lifelong interpersonal skills that will enhance success in the future workplace. Play scenarios may be

DESCRIPTORS- Administrator Role; *Administrators; *Business Administration; *Day Care; *Day Care Centers; Early Childhood Education; Educational Administration; Educational Environment; Employee Attitudes; *Employer Employee Relationship; Job Performance; *Parent School Relationship; Problem Solving; Small Businesses; Staff Development; Teacher Morale

Crisis management is an all-too-frequent element of being a day care director. This guide is intended to help day care administrators not only to survive such events but to cope in ways that have been proven to be successful program enhancements. The guide is divided into five major sections covering the most important areas of director responsibility: (1) staff management, including scheduling and staff morale; (2) organization, including telephone interruptions, and cancellations; (3) children, including child adjustment, and problem behaviors; (4) parents, including communication, and late payment of tuition; and (5) environment, including odors, missing parts or pieces from toys or puzzles, storage, and substitutions for more expensive supplies. Within each area, the guide identifies specific problems and incidents, tells how each was solved, lists implementation steps, and comments on the results. (HTH)

ED 405 125 PS 025 132

Foster-Jorgensen, Karen; Harrington, Angela
Financial Management for Childcare Executive Officers.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Administrators; Business Administration; *Day Care; Early Childhood Education; *Educational Finance; Financial Audits; Financial Problems; *Money Management; Parent Financial Contribution; Program Administration; Small Businesses

This handbook is designed to assist childcare executive officers (CEOs) in managing the finances of their programs. The guide is divided into five sections. Section 1, "Financial Entrepreneurship," advocates the adoption of an entrepreneurial spirit in directors and recommends: (1) becoming the Chief Executive Officer of the program; (2) actively pursuing revenue for the program; (3) keeping abreast of the finances of the business at all times; and (4) involving the team in the management of the business, not just in the care and education of the children. Section 2, "Financial Forecasting," discusses the importance of fiduciary responsibility for the CEO, the role of the accountant, the art of budget building, revenue and expense forecasts, functionalized budget design, the use of account numbers, budget revision, cash flow projections, budget spreading, and 10 key indicators of fiscal management strength in early childhood businesses. Section 3, "Financial Practices," presents financial competencies for business directors, steps in conducting a cost analysis, and characteristics of annual financial audits. Section 4, "Financial Reporting," discusses required financial reporting forms, defines operating ratios, differentiates restricted and designated funds, and discusses petty cash, purchase orders, receipting income, accounts receivable and payable, financial statement development and interpretation, the use of financial companies to education reform designed to suit the interests of big business, corporations are being granted more and more power to determine what happens in our schools. This book explores the implications of this trend, examining everything from advertising aimed at children to "school choice" plans and other attempts to privatize public education. The articles refute the charge that the schools are to blame for the nation's economic woes, describe how advertisers target students, reveal what really goes on in school-to-work and apprenticeship programs, reassess the place of computers in schools, and explore how learning suffers when we refer to students as "workers" or import other workplace metaphors and models. Following an introduction (Alfie Kohn) that dissects the demand for higher performance and specific standards that is at the heart of business-led school reform, the articles are: (1) "Schools, Scapegoats, and Skills: Educational Reform and the Economy" (David C. Paris); (2) "Restructuring Students for Restructured Work: The Economy, School Reform, and Non-College Bound Youths" (Carol Axtell Ray and Roslyn Arlin Mickelson); (3) "Despite Touted Gifts, Business Tax Breaks Cost Schools Money" (William Celis III); (4) "Ad Pitches Target Teen Consumers" (Melanie Wells); (5) "Channel One: But What about the Advertising?" (Bradley S. Greenberg and Jeffrey E. Brand); (6) "Giving Kids the Business: The Commercialization of American Schools" (Alex Molnar); (7) "Do Not Use as Directed: Corporate Materials in the Schools" (John Olson); (8) "Investors Look to Education as Possibility for High Flier" (Mary B. W. Tabor); (9) "Selling the Schools a Bill of Goods: The Marketing of Computer-Based Education" (Douglas D. Noble); (10) "Beyond the Workplace Metaphor: The Classroom as a Learning Setting" (Hermine H. Marshall); (11) "The Littlest Customers: TQM Total Quality Management Goes to School" (Alfie Kohn); (12) "Schooling in Capitalist America" (Samuel Bowles and Herbert Gintis); (13) "Youth Apprenticeship: High Schools for Docile Workers" (Hannah Finan Roditi); (14) "On to the Past: Wrong-Headed School Reform" (James Moffett); (15) "The Hollow Promise of School Vouchers" (Robert Lowe); (16) "Is School Privatization the Answer?" (Martin Carnoy); and (17) "Why Not Privatize?" (Deborah Meier). (HTH)

ED 405 143   PS 025 164

Fogarty, Robin
Problem-Based Learning and Other Curriculum Models for the
  Multiple Intelligences Classroom.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Cognitive Style; *Curriculum
  Development; Elementary Secondary Education; Learning
  Processes; Models; Service Learning; Student Evaluation;
  Student Projects; Teaching Methods; Thematic Approach
IDENTIFIERS- Case Method (Teaching Technique); Gardner (Howard);
  *Multiple Intelligences; Problem Based Learning

Some educators suggest that schools shift their teaching paradigm to one of environments in which students take command of their own education, wherein learning is more authentic and students can do what Piaget suggests learning results from--acting upon reality. This book outlines six curricular models based on Gardner's multiple intelligences and student control of the curriculum. Following an introduction that outlines the respect, timely scheduling of crucial skills and classes, and literacy and language instruction. Effective classroom strategies emphasize multiple modes of learning, cooperative learning groups, constructivist learning techniques, and students' previous learning and life experiences. Contains 12 references and program contact information. (SV)

ED 405 159 RC 020 945

Davis, Shelley
Child Labor in Agriculture. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accidents; *Agricultural Laborers; *Child Labor; Child Welfare; *Educationally Disadvantaged; Elementary Secondary Education; High Risk Students; Labor Standards; *Migrant Children; Migrant Education; Migrant Workers; *Migrant Youth; *Occupational Safety and Health; Pesticides; Work Environment
IDENTIFIERS- ERIC Digests

An estimated 200,000-800,000 children and adolescents work in the United States as migrant agricultural laborers, either alone or with their families. This digest describes the statutory and economic factors contributing to the presence of children in the fields and the impact of this labor on their health and educational progress. The Fair Labor Standards Act, which outlaws or restricts child labor in most industries, allows 14-year-old agricultural laborers to work unlimited hours and permits 16-year-olds to perform hazardous jobs. Few complaints of child labor are filed, and accidents result in only minimal fines. Economic necessity causes most child labor, as over half of migrant farmworkers live in poverty. In addition, real wages of farmworkers have declined in the past decade, and payroll practices work to the detriment of farmworker families. The health and well-being of children and adolescents who work in agriculture are jeopardized by long hours of labor, dangerous working conditions, and lack of sanitary facilities in the fields. Farmworker children, like their parents, are not fully covered by workers' compensation benefits. Pesticides are an ever-present danger on the farm, and children are more likely to be harmed by pesticide exposure. Educational impacts of migrant child labor include entering school at an older age, high dropout rates, disrupted school attendance, and inability to concentrate in school due to fatigue or illness. Contains 12 references. (SV)

ED 405 160 RC 020 946

Chow, Stanley; And Others
Dropping Out in Ogden City Schools: The Voice of the Students. Final Draft.
SPONS. AGENCY- Ogden City Board of Education, Utah.
PUB DATE- Nov 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

for students K-12, efforts are needed that: (1) promote EE staff development, (2) communicate more effectively the interdisciplinary nature of EE, (3) involve a greater diversity of teachers and trainers, and (4) link EE with the priorities of state education agencies through education reform. Appendices include the summary of results from each state and the questionnaire used in the survey. (Author/MKR)

ED 405 176   SE 054 747

Livingstone, Ian, Ed.; Izard, John, Ed.
Best of SET Mathematics.
PUB DATE- 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Algebra; *Cooperative Learning; Elementary Secondary Education; Foreign Countries; Fractions; *Mathematicians; Mathematics Instruction; *Number Concepts; *Problem Solving; *Student Evaluation; *Writing Across the Curriculum
IDENTIFIERS- Australia; New Zealand; *Single Sex Classes

Set: Research Information for Teachers, is published twice a year by the New Zealand Council for Educational Research and the Australian Council for Educational Research. This document draws together 16 articles on mathematics from previous issues grouped into three categories: general, primary, and secondary. The titles are: (1) "Contents and Introduction," (2) "Twenty-nine Tough Questions," (3) "Unlocking the Great Secret," (4) "Evaluating Learning in Mathematics," (5) "Understanding Children's Mathematics: Some Assessment Tools," (6) "What Mathematicians Do," (7) "Number Skills in Junior Classrooms," (8) "Small Children Solve Big Problems," (9) "There are Numbers Behind the Piano," (10) "Being Both Right and Wrong," (11) "Beginning to Learn Fractions," (12) "Helping One Another Learn," (13) "A Child's Perspective of Algebra," (14) "What are the Benefits of Single-Sex Maths Classes?" (15) "Mathematical Needs of School Leavers," and (16) "How I Failed." (MKR)

ED 405 177   SE 054 754

Intermediate Benchmarks for Systemic Reform in Mathematics and Science Education.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Guidelines; Mathematics Curriculum; *Mathematics Education; Science Curriculum; *Science Education; Student Evaluation
IDENTIFIERS- *Systemic Change

While improved student achievement remains the ultimate goal for systemic reform activities, it may take several years for reforms to manifest themselves in measurable student performance outcomes. Included in this 8-panel brochure is a set of intermediate benchmarks that can be used to determine if states, school districts, and regions are making reasonable progress in their reform efforts. The document is divided into 10 parts, each starting with a goal for systemic reform, and a number of specific benchmarks of progress relative to that

This document describes a two-year integrated biology and chemistry curriculum for ninth and tenth grade students. The first chapter outlines the rationale for integrating biology and chemistry and presents the topic sequence for the integrated curriculum. Chapter 2 discusses the developmental, cognitive, and philosophical issues that form the theoretical framework for this integrated curriculum. Chapter 3 includes lesson plans from the first unit of the integrated curriculum which demonstrate how the theoretical issues discussed in Chapter 2 can be applied in the classroom. Chapter 4 details the curricular implementation process over the past 2 years and indicates potential future directions. Contains 79 references. (JRH)

ED 405 198 SE 059 768

NISE Overview: Year 1 Accomplishments and Year 2 Activities.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 20 Sep 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperation; *Educational Change; Educational Research; Elementary Secondary Education; Engineering; Evaluation; *Information Dissemination; Interdisciplinary Approach; Mathematics; *Professional Development; Sciences; Technology

The vision of the National Institute for Science Education (NISE) is that all students should leave the educational system with an ability to make informed decisions about the science, mathematics, engineering, and technology (SMET)-related matters that they encounter in their daily lives. This report documents the accomplishments and activities of NISE. The first section is an overview of the vision, goals, strategies, and organization of NISE. The section on Research Programs describes the research in three areas of SMET education: (1) evaluation and policy studies, (2) professional development, and (3) college level one. The next section highlights the work of NISE in interacting with professional audiences and communicating with mass audiences. The section on Organizational Process Programs describes initiatives that enhance the overall efficiency and productivity. In its first year NISE has initiated eight productive lines of research, recruited a diverse group of Fellows, and made great strides in creating interdisciplinary teams of researchers. The Institute has also established productive collaborative relationships with the Education and Human Resources Directorate programs of the National Science Foundation, implemented and modified the management structure, and initiated collaborative work with a wide variety of professional organizations. Included is a list of NISE staff and Fellows. Contains 26 references. (JRH)

ED 405 199 SE 059 769

Giles, Thomas
Effectiveness of Summer 1996 Teacher Enhancement Institute at Saint Vincent College, Latrobe, Pennsylvania. Report.
PUB DATE- 30 Sep 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Resources; *Educational Strategies;

Development of a Questionnaire for Assessing Teachers' Beliefs about Science and Science Teaching in Taiwan and Australia.
PUB DATE- 21 Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (70th, Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Constructivism (Learning); Educational Strategies; Foreign Countries; Junior High Schools; *Knowledge Base for Teaching; Learning Strategies; Questionnaires; Science Instruction; *Science Teachers; *Student Attitudes; Teacher Education Curriculum; *Teacher Evaluation
IDENTIFIERS- Australia; Taiwan

This paper reports on part of a cross-national study of science classroom environments in Taiwan and Australia. It focuses on teachers' beliefs about science and science teaching and the effects these beliefs have on the learning environment in the science classroom. Better understanding of this relationship between teacher beliefs and learning environment can lead to the identification of the barriers to the introduction of constructivist teaching approaches in school science. Descriptions of the Classroom Learning Environment Survey and the Beliefs about Science and School Science Questionnaire are provided. Statistical analyses of questionnaire data for each country are also provided and contain internal consistency reliability, discriminant validity, mean scores, and standard deviations. Recommendations for further research include using existing questionnaires as interview/observation frameworks and for future research to be guided by a set of interpretive research questions. (DDR)

ED 405 220 SE 060 318

Rubba, Peter A., Ed.; And Others
Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Cincinnati, OH, January 9-12, 1997).
PUB DATE- 97
NOTE- 939p.; For the 1996 proceedings, see ED 398 060.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; Constructivism (Learning); Cultural Influences; Disabilities; *Educational Change; Educational Strategies; Elementary Secondary Education; Evaluation; *Higher Education; Knowledge Base for Teaching; Mentors; Multicultural Education; Partnerships in Education; *Professional Development; Science Activities; Science Curriculum; *Science Instruction; Scientific Research; Student Attitudes; Teacher Attitudes; *Teacher Education; Teaching Methods; Textbook Evaluation
IDENTIFIERS- *Conceptual Change; Environmental Action; Gender Issues

This proceedings of the 1997 Annual International Conference of the Association for the Education of Teachers in Science (AETS) includes a copy of the conference program and 43 papers and presentation summaries from the meeting, placed in order by conference session. Among the topics of the papers include are: reading-to-learn and writing-to-learn science activities, views and actions taken on global atmospheric change issues, specialists, and public librarians. The 720 items offer young people a deeper reader guidance, the 720 items offer young people a deeper understanding of histories and contemporary cultures of the states bordering the Pacific Ocean. In addition to bibliographic data and subject headings, each entry includes a brief annotation. Each annotation describes the work, evaluates its merit, and suggests a follow up activity to encourage young people to extend the ideas or information in the work. An extensive directory of publishers and vendors concludes the bibliography. (CK)

ED 405 238 SO 025 967

Andre, Linda Linnard
Beyond the Frame: Using Art as a Basis for Interdisciplinary Learning.
PUB DATE- 95
NOTE- 96p.; Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Art Activities; *Art Appreciation; Art Criticism; *Art Education; *Art History; Chinese Culture; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Social Studies; Visual Arts; World War I
IDENTIFIERS- African Art; Cameroon; Chinese Art; Germany; Parks (Rosa); Perkins (Frances)

This book presents art appreciation lessons to encourage students to see works of art in two ways, as objects that are interesting in themselves and as objects that spark further exploration. Organized with an introduction and 4 sections subdivided into 8 lessons, each lesson, based on an artwork from the Smithsonian Institution's collection, develops logically out of those works that preceded it. However, lessons also stand alone. A fold-out image is provided for every lesson. Each lesson begins with a close look at the aesthetic qualities of the presented art exemplar and gleans visual clues from this image. Further lesson suggestions include role playing, skits, and discussions or debates of social studies topics. Art production activities are given. Sections and lessons presented include "Section I: What's It All About?" with an accompanying lesson based on the image "Double Portrait of the Artist in Time" (Helen Lundeberg). "Section II: Extending the Frame" offers lessons on images using "First Row Orchestra" (Edward Hopper) and "Modern Painting with Clef" (Roy Lichtenstein). "Section III: "Two Women Who Shaped History" has lessons related to the images of "Rosa Parks" (Marshall D. Rumbaugh) and "Frances Perkins" (William Henry Cotton). Lessons in "Section IV: Objects Honoring Three Men" examine "Painting No. 47, Berlin" (Marsden Hartley); "Ritual Food Serving Vessel (Jing Gui)" (Unknown Chinese Bronze Workers); and "Male Beaded Figure" (Bamum Peoples of Cameroon). The document concludes with acknowledgments and a list of sources. (MM)

ED 405 239 SO 025 970

Sears, Laurie A.
Raising the Level of Cultural Awareness of K-5 Aged Students through Multicultural Arts Education.
PUB DATE- 95

Visual Arts
IDENTIFIERS- Art Elements

This text is designed for use by college and university students who plan to teach art to children. After an introduction that briefly explains the four components of discipline-based art education, the text is organized in six chapters. (1) "Artists and the Images They Make" introduces students to ideas about how several specific artists go about making art. (2) "When Children Make Art" gives an overview of the traditional stages of development in a child's artistic growth and offers suggestions for student lessons. (3) "Understanding the Elements of Art: Response and Production" and (4) "Understanding the Principles of Art: Response and Production" enable students to become fluent in the terminology and concepts related to the vocabulary of art. Art production activities offered in these chapters, give students the opportunity to try their hand at making their own art. Chapter 5, "Responding to Artworks: Art Criticism, Art History, and Aesthetics," encourages awareness of the criticism process that is involved in studying and understanding art. Suggested ways to use reproductions of artworks in the elementary classroom are given. The organization of chapter 6, "A Narrative Time line of World Art," is that of a chronological summary of the history of art. It is designed for use as a reference. Activities and Points to Ponder regarding art and a pronunciation guide are provided. The text concludes with Notes and Bibliography, Resources for Art Education, and an Index. (MM)

ED 405 258 SO 026 830

Peterson, Charles R., Ed.
New Technology/Assistive Technology and the Arts. Proceedings of the National Institute, July 29--August 1, 1991.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Nov 91
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Art Activities; *Art Therapy; *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Computer Software Selection; Elementary Secondary Education; Hearing Impairments; Interdisciplinary Approach; Learning Disabilities; *Physical Disabilities; Visual Arts; Visual Impairments

This document is prefaced with a descriptive introduction to the "Access to the Arts Through Assistive Technology Project." The contents that follow are organized in 5 parts. Part 1 includes: "Introduction" (Betsy Foley), and "My Voice Has Wings" (Jeff Moyer). Part 2, "Major Addresses," presents: (1) "Welcome from the Wisconsin Department of Public Instruction" (Tom Stockton); (2) "Assistive Technology: Keys to the Highway" (Jeff Moyer); (3) "The Supportive Relationship between Technology and Human Intelligence in Therapeutic Arts and Special Education" (Dale Taylor); (4) "A Constant Dynamic: The Human-Electronic Future of Learning" (Guy Hubbard); (5) "Providing Access to the Arts through Modification of the Human Interface of Computers and Software" (Gregg Vanderheiden); and (6) "Art, Language, and Disability" (Bruce Baker). Part 3, "Invited Papers," include:

program for all those in grades K-12 in California schools. The book is divided into the following sections: (1) "The Essential Ideas in Arts Education"; (2) "A Comprehensive Arts Program for All Students"; (3) "Dance"; (4) "Music"; (5) "Theatre"; (6) "Visual Arts"; and (7) "What This Framwork Requires of Teachers." Appendixes include: an article by Elliot W. Eisner, "A Vision for the Arts in California Schools: Doing Right by Our Children"; criteria for evaluating instructional resources for visual and performing arts; examples of careers in the visual and performing arts; religion in the public school curriculum; questions and answers; and facilities and resources for a comprehensive arts education program. Contains a selected references section. (EH)

ED 405 280   SO 027 183

Prescott, Stephanie; And Others
Literature for the Visual and Performing Arts: Kindergarten through Grade Twelve.
PUB DATE- 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Annotated Bibliographies; Art; Art Education; *Dance; Elementary Secondary Education; Fine Arts; Humanities; Literature; *Music; *State Curriculum Guides; State Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *California

This book provides reference citations for California educators planning or developing curricula in the arts. Each section includes an annotated bibliography related to the discipline. An accompanying grid identifies for each title: (1) the focus of the literature; (2) the suggested grade level; (3) the related discipline, if applicable; and (4) the relevant "Framework" component of the California visual and performing arts framework. The book is divided into the following sections: (1) "Foreword"; (2) "Preface"; (3) "Introduction"; (4) "Dance"; (5) "Music"; (6) "Theatre"; and (7) "Visual Arts." (EH)

ED 405 281   SO 027 212

We the People... Project Citizen: A Civic Education Project for Grades 6 through 9.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Community Problems; *Critical Thinking; Decision Making; Elementary Secondary Education; Instructional Materials; Junior High Schools; Middle Schools; *Portfolios (Background Materials); *Problem Solving; Programmed Instructional Materials; Public Policy; Skill Development; Thinking Skills; *United States Government (Course); Workbooks

The goal of this civic education program, written for six through ninth grade students in the form of an instructional ongoing learning process; and working with colleagues across the fields of multicultural education and global and international education. Part 6 provides a list of references and resources on multicultural education and global/international education, and on making connections between multicultural education and global/international education. (Contains 65 references.) (ND)

ED 405 302 SP 037 180

Colbert, Ronald; And Others
The Comprehensive Clinical Mentor Component of the Master's Degree in Education.
PUB DATE- Feb 97
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Washington, DC, February 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Supervision (of Teachers); *Cooperating Teachers; Course Descriptions; Elementary Secondary Education; Faculty Development; *Field Experience Programs; Higher Education; *Masters Programs; *Mentors; Program Descriptions; *Teacher Education Programs; Teacher Educators; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS- *Fitchburg State College MA

The Fitchburg (Massachusetts) State College Education Department has collaborated with 38 cooperating teachers from 22 schools in central Massachusetts to develop a clinical mentor program as a component of a new Master's Degree in Education. In addition to the comprehensive clinical mentor component, the program integrates theory, research, and best practice. The unique design of the program provides graduate students with an educational experience, and clinical mentors with excellent additional expertise. Built into the design is a professional development forum for the mentors as well as a formal structure for on-going assessment and development of the Clinical Master's Degree Program. Various aspects of the clinical mentor process are examined, such as the application and selection processes, mentor services, and college administrative and financial support. Also described is a range of possible mentor roles, opportunities, and related field-based issues. The Clinical Master's Degree Program, with its strong mentor component, simultaneously enhances the status of cooperating teachers, exceeds the highest teacher certification standards at the graduate level, and provides an exemplary integrated collegiate field-based professional preparation model. Six appendices provide: lists of courses in various programs; program descriptions; description of clinical experience component; stages of involvement as a clinical mentor; agendas of meetings on the role of a clinical mentor; application process for clinical mentors in early childhood, elementary, and middle school education; and descriptions of two certificate programs for teachers. (Contains 10 references.) (Author/ND)

ED 405 303 SP 037 181

Varrella, Gary F.; Burry-Stock, Judith
Beliefs of Constructivist Teachers Using a Novice through Expert Rubric.

This paper describes educational units for preservice teachers that pertain to specific practical motivational techniques for the preservice teachers to use in their classrooms (grades K-12). The units are designed so that students will be able to name four motivational techniques, select the strategy that exemplifies a motivational technique, and describe how to implement specific motivational techniques in given classroom scenarios. Program materials include: the instructor guide, the student guide, overhead transparencies, and a pretest and posttest for each student. The program was field tested with 24 undergraduate education majors; analysis of the data indicated that the program was successful. Two appendices provide: the student reaction sheet, with responses detailed for 24 students; and the instructor reaction questionnaire with responses. (ND)

ED 405 322 SP 037 203

Nelson, Regena Fails
Teaching Student Teachers How To Promote Cultural Awareness in Urban and Suburban Schools.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Curriculum Development; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; *Student Teaching; *Suburban Schools; Teaching Methods; *Urban Schools

This study compared ways student teachers in urban and suburban schools learned how to analyze school communities and create curricula that would affirm the diverse cultural backgrounds of their students. Ten student teachers participated in the study, six in an urban cluster site and four in a suburban cluster site. Participants attended a weekly seminar; kept journals in which they documented their practice, observations, and reflections; and developed lessons to teach about other cultures or strategies that addressed the diverse needs of their students. The six students in the urban cluster site all reported that they had a positive experience and increased interest in teaching in an urban school. The suburban cluster site did not provide student teachers much exposure to racial diversity, and the student teachers questioned whether they would be prepared to teach in an urban school. In the urban sites the student teachers focused more on developing strategies that met the needs of their students' different cultural learning styles; in the suburban sites, student teachers developed lessons that focused on teaching about other cultures rather than on learning styles and specific teaching techniques. Overall, student teachers appeared to be more accepting of working with children from other cultures and teaching about other cultures than what has been reported in previous studies on student teachers' views about multiculturalism and diversity. (ND)

ED 405 323 SP 037 204

Klis, Maria; Kossewska, Joanna

Women Who Say "Yes" When Science Says "No": Their Lessons for Future Students and Teachers.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; Educational Change; Elementary Secondary Education; Employment Opportunities; Employment Patterns; *Females; Higher Education; *Science Careers; *Science Education; *Science Teachers; *Sex Bias; Surveys; Teacher Attitudes
IDENTIFIERS- Colorado

The Rocky Mountain (Colorado) Teacher Education Collaborative was awarded a grant by the National Science Foundation to improve the preparation of science and math teachers and to recruit and retain underrepresented groups in math and science education. As part of this grant project, a survey was conducted of women science educators to assess their perceptions of their own past science learning. Two hundred copies of an 85-item survey were distributed to Colorado women science educators in Fall 1996; of these, 80 women responded. Data analysis indicated: women who have been successful in science affirm for all people an equal opportunity to learn; they like to be challenged; and they persist and try harder even when faced with hardships of initial failure; these women are creative and like to analyze things; they rely on their inner resources and describe themselves as independent thinkers and strategic planners. Based on the survey, two conclusions are advanced: (1) women succeed in science when they are able to persist in the face of hardship; and (2) women succeed in science when they try alternate strategies to increase their science learning. The survey is appended with details of item responses. (JLS)

ED 405 341 TM 022 643

Kaczmarek, Nancy
Using Portfolios: How Do You Begin?
PUB DATE- 4 Apr 94
NOTE- 13p.; Paper presented at the National Catholic Educational Association Convention and Exposition (91st, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Critical Thinking; Elementary Secondary Education; Evaluation Methods; *Portfolio Assessment; Portfolios (Background Materials); *Self Evaluation (Individuals); *Student Evaluation; Teaching Methods

The teacher who has become dissatisfied with the snapshot-type evaluation offered by most tests is probably ready to begin to use portfolios as assessment tools, but may not know how to go about it. Essentially, a portfolio is a collection of samples of student work that is developed over time, chosen according to specific criteria to represent student progress and achievement, and presented with an introduction, explanation, or assessment of the contents. Portfolios are created from indicate substantial effects due to mode of administration. The size of effects was found to be larger on open-ended writing tasks than on multiple-choice tests, and the effect of mode of administration was particularly large on the extended writing task. A textual analysis of student responses to the extended writing task shows that students using the computer tended to write almost twice as much and are more apt to organize their responses into paragraphs. (Contains 6 tables and 18 references.) (SLD)

ED 405 360 TM 026 196

Diamantes, Thomas
Using Portfolios To Assess Student Teacher Progress.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *Formative Evaluation; *Instructional Effectiveness; Measurement Techniques; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Student Teachers; *Student Teaching; Summative Evaluation; *Teaching Methods

An integrated system is needed to measure multiple attributes of effective teaching. The use of portfolios holds particular promise for this type of assessment. This paper describes how portfolios can be used in the evaluation of student teaching by evaluating management, creativity, organization, and effectiveness. Learning to teach is a life-long process, and portfolios can provide a continuing basis for the student teacher's subsequent professional growth. For most purposes, a portfolio will consist of: (1) a one-page vita that contains the elements of a job seeker's resume; (2) a professional development plan; (3) a collection of "artifacts" created by the student teachers; and (4) an optional section of log entries and investigations conducted by the student teacher. Specific strategies are suggested for the implementation of portfolio assessment with the student teacher or with the first-year teacher. Portfolios allow for summative assessment, but their purpose is formative. Along with valuative and developmental feedback, a portfolio will give a full portrayal of student teaching. (Contains 10 references.) (SLD)

ED 405 361 TM 026 197

Bowman, Harry L.; Brown, G. Wayne
Outcomes-Based Accreditation of Technical Education: A Strategy To Promote Excellence.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Institutional Characteristics; *Job Skills; *Outcome Based Education; Postsecondary Education; Program Development; Program Evaluation; Self Evaluation (Individuals); *Standards; *Technical Education; Training
IDENTIFIERS- *Council on Occupational Education; *Quality Assurance

appendices. (JLS)

ED 404 921 HE 029 926

The Five Year Strategic Plan, 1996-2001.
PUB DATE- Jan 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Access to Education; Administrator Responsibility; Educational Legislation; Federal Legislation; Federal Programs; Higher Education; Lobbying; Long Range Planning; National Organizations; *Organizational Objectives; *Paying for College; Professional Autonomy; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *National Assn of Student Financial Aid Admin

This report presents the goals and intentions of the National Association of Student Financial Aid Administrators (NASFAA) for the next 5 years. It describes the development of this plan, the place of NASFAA in environmental and historical contexts, and how the plan will be implemented and monitored. Goals for NASFAA activities include to: (1) educate legislators and administrators on the economic, social, and cultural benefits of higher education and the investment value of financial aid funding; (2) assume a leadership role in public policy issues; (3) maintain an active role in the review and development of effective need analysis systems and promote standardization of delivery systems; (4) review, develop, and enhance NASFAA professional development opportunities; (5) review, develop, and enhance NASFAA publications and methods of information dissemination; (6) coordinate program and activities with local associations; (7) assist institutions in evaluating alternative methods of managing financial aid; (8) serve as a national leader and clearinghouse for the collection of student aid data and assist institutions in developing baseline data for their internal use; (9) strengthen accountability and standards of performance; (10) coordinate training; (11) promote early awareness and planning; (12) raise public awareness of education; and (13) educate the public on the value of student aid as an investment. (JLS)

ED 404 922 HE 029 927

Nelson, Kevin
Foundation Resource Guide. A Compilation of Major Foundations That Sponsor Activities Relevant to Community Outreach Partnership Centers.
PUB DATE- Dec 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; Federal Aid; Financial Support; Fund Raising; *Grants; Higher Education; *Outreach Programs; *Philanthropic Foundations; *School Community Relationship; Universities; Urban Improvement

This publication highlights national and regional foundations that are most likely to fund colleges and universities to perform activities similar to those undertaken by the Office of University Partnerships' Community Outreach Partnership Center Program (COPC) of the U.S. Department of Housing and Urban schools. Figures and tables present the following data: (1) degrees conferred by level of program, 1985-86 and 1994-95; (2) enrollments and degrees conferred by sex, 1985-86 and 1994-95; (3) degrees conferred by institutional category and sex, 1994-95; (4) percentage change of undergraduate enrollments and degrees conferred by institution type, 1985-86 through 1994-95; (5) percentage change of postbaccalaureate enrollments and degrees conferred by level of program, 1985-86 through 1994-95; (6) degrees conferred by institutional category and race, 1994-95; (7) degrees conferred by race, 1984-85 and 1994-95; (8) bachelor's degrees conferred by selected program areas, 1985-86 and 1994-95; and (9) degrees conferred by level of program and sex, United States and Pennsylvania, 1983-84 and 1992-93. Appendixes provide additional degree data and a glossary. (MDM)

ED 404 941 HE 029 956

McCoy, Robert M., Comp.
Colleges and Universities: Finance, 1994-95.
PUB DATE- Jul 96
NOTE- 31p.; For related documents, see HE 029 955-959. For the previous edition, see ED 388 172.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; Educational Facilities; *Educational Finance; Endowment Funds; *Expenditures; Higher Education; *Income; State Surveys; Statistical Data; Trend Analysis; *Universities
IDENTIFIERS- Integrated Postsecondary Education Data System; *Pennsylvania

This report provides a compilation of financial statistics concerning colleges and universities in Pennsylvania. The primary source of the data was the annual Finance Survey, part of the Integrated Postsecondary Education Data System (IPEDS). Tables and figures present the following data: (1) percentage change of total current-funds revenues and expenditures, 1985-86 through 1994-95; (2) current-funds revenues by source, 1994-95; (3) current-funds revenues by source, 1985-86 and 1994-95; (4) current-funds expenditures by function, 1994-95; (5) current-funds expenditures by function, 1985-86 and 1994-95; (6) annual percentage change in current-funds expenditures by institutional control, 1985-86 through 1994-95; (7) average annual percentage change of current-funds revenues and expenditures, United States, Pennsylvania, and contiguous states, 1983-84 to 1992-93; and (8) state and local revenues as a percent of total current-funds revenues, United States, Pennsylvania, and contiguous states, 1983-84 to 1992-93. Ten appendixes provide additional data on current-funds revenues by source, function, and institutional category; physical plant asset values; indebtedness on physical plant; and changes in endowment funds. A glossary and notes on sources and nonrespondents are also provided. (MDM)

ED 404 942 HE 029 957

Khanna, Devki N., Comp.
Colleges and Universities: Fall Enrollments, 1995.
PUB DATE- May 96
NOTE- 51p.; For related documents, see HE 029 955-959. For the previous edition, see ED 388 169.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

This career planning guide to graduate school education in the United States ranks graduate study programs and offers prospective students guidance. In articles about schools, students, life on campus, fields of study, and job prospects the guide tries to present a comprehensive view of what the best graduate schools today offer their students. The first several pieces in this issue provide some pragmatic advice on student life, how to cope with computerized entrance exams, and paying for college. The remaining sections are loosely organized by field of study: graduate business and law schools; education and the teaching professions; medical schools, osteopathic and veterinary medicine, other health fields, and social work; engineering; and the arts. Articles cover job prospects , students' school experiences, and the ranking of specific schools and programs. The "Careers at a Glance" section provides a concise guide to what kinds of applicants graduate schools seek, tips on admissions and test requirements, and job and salary outlooks. Also included is an eight-page self-evaluation survey. The Directory section is a state-by-state listing of 800 graduate programs. (CH)

ED 404 961 HE 029 984

Robinson, William L.
Accommodation Hell, or, To Hell with Accommodation: The ADA and the Administration.
PUB DATE- Nov 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Administrator Responsibility; *Compliance (Legal); *Disabilities; Disability Discrimination; Disability Identification; Higher Education; Information Sources; *Internet; Legal Problems; *Legal Responsibility; *World Wide Web
IDENTIFIERS- *Americans with Disabilities Act 1990; National Institute on Disability Rehab Research

This material is designed to help faculty understand the requirements of the Americans with Disabilities Act of 1990 (ADA). A brief overview notes three key considerations: the definition of disability, reasonable accommodation, and undue hardship, and then discusses faculty liability and responsibility for discriminatory acts. The balance of the report is an appended guide designed to lead the reader through the huge database of information and assistance available on the Internet. Each section contains material obtained via the Internet, and the materials were current as of November 19, 1996. There is a printout of the U.S. Department of Justice ADA Home Page, showing additional sites with information on the ADA. Next, the "Americans with Disabilities Act Document Center" Web site directs the reader to hundreds of additional sites including sources of ADA documents, the Job Accommodation Network, the Social Security Administration, and other disability sites. Also listed are Internet legal sites, sites for employment issues, and sites for architecture and construction. There is a list of Internet newsgroups, search resources, and library resources. Other materials include: a brief overview of the Americans with Disabilities Act; a list of the activities of the National Institute on Disability and

International Communication; International Cooperation; International Educational Exchange; Multilingual Materials; Programmed Instruction; *Vocabulary

This glossary, prepared by the International Council of Educational Media (ICEM), groups in one volume the English and German terms related to educational technology in order to facilitate understanding of these terms and to promote communication at the international level. Analysis of terms from the fields of audiovisual teaching, programmed learning, and educational television and documentation, produced an inventory of nearly 3,000 terms which were edited by teams of experts in three languages to determine which were the most important terms according to criteria of relevance and frequency of use. This list contained about 100 words pertaining to computer technology. Following revisions by various groups, the final glossary contains about 1,650 entries. It has been published in a series, of which this volume is the latest; it had previously appeared in English-French/French-English; English-Spanish/Spanish-English; and English-Russian/Russian-English editions. In this volume, the English list and the German list are presented in separate sections, and in both sections the equivalent English or German term is given as a quick reference following the definition given in the other language. Entries are classified in alphabetical order with the determiner before the noun in languages where appropriate. The definitions proposed by the International Electrotechnical Commission and the International Organization for Standardization were retained whenever possible. (Contains 37 references.) (ALF)

ED 404 980 IR 016 468

Brubaker, Thomas A.; And Others
The Magic of Technology. Proceedings of the National Educational Computing Conference (14th, Orlando, Florida, June 27-30, 1993).
SPONS. AGENCY- National Educational Computing Conference.
PUB DATE- Jun 93
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Science Education; Courseware; Curriculum Development; *Educational Technology; Elementary Secondary Education; Global Approach; Higher Education; Hypermedia; Information Networks; Mathematics; Multimedia Instruction; Programming Languages; School Restructuring; Special Needs Students; Teacher Education; Technological Advancement; Telecommunications
IDENTIFIERS- LOGO Programming Language

The theme of the 1993 National Educational Computing Conference (NECC) was the enabling capabilities of computers and related technologies. These proceedings include the full text of 37 papers and summaries of presentations on the following general topics: teacher training, instructional applications, hypermedia, instructional software, electronic mail, multimedia, LOGO, telecommunications, special populations, restructuring, global education, networking, technology in the curriculum, computer science, practical issues, curriculum integration, and emerging technologies. The NECC'93 committees are listed in the front of the book together with descriptions of sponsoring organizations. Subject and author indexes are included. (KRN)

ED 404 981 IR 018 195

the center's activities. (SLD)

ED 404 998   IR 055 063

Lake, Mellman Lazarus
What People Think about New Communications Technologies.
  Communications Policy Briefing 2.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Costs; Distance Education;
  Educational Technology; Focus Groups; *Government Role;
  Information Dissemination; Interactive Video; Knowledge Level;
  Majority Attitudes; *Public Opinion; Public Policy;
  *Technological Advancement; *Telecommunications; Telephone
  Surveys

The Benton Foundation commissioned a study that reviewed the literature, convened four focus groups, and surveyed 1,000 male and female voters by telephone to determine public opinion about the role of government in providing new communications technologies. Results indicated that Americans want government to have an active role in the debate over new communications technologies, and what they want most are educational and informational services. People are not very interested in having 500 cable channels or in-home shopping, but they are interested in interactive college courses and computer libraries. A majority of Americans favor government taking an active role in addressing access, knowledge, and cost. Most people who were surveyed favored government grants to make new technologies available, and they thought that the government should require those who profit from new technologies to dedicate some of their profits to community uses and community access to government information. Government should take the leading role in ensuring access, providing needed education, and keeping costs down. Contains a list of seven Communications Policy Working Papers available from the Benton Foundation. (SLD)

ED 404 999   IR 055 074

Roberts, Nancy; And Others
Using Simulations for Learning Science.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 4-8,
  1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150),Test, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *Computer Assisted
  Instruction; *Concept Formation; Grade 7; Junior High Schools;
  Knowledge Level; Learning Processes; Middle Schools; *Problem
  Solving; *Science Instruction; *Simulation; Videotape Recordings
IDENTIFIERS- *Mental Models; Middle School Students

Researchers from BBN Laboratories and Lesley College (Massachusetts) have begun exploratory studies to build an understanding of the learning that occurs when middle school students interact with science-based simulations. Sixty hours of discussion among eight middle school students were videotaped as they used the simulations from the "Physics and

One of a series of workplace education modules, this document presents the Mind Fitness module, designed to help determine students' learning styles and create successful learners in the workplace. An introduction describes the framework of the module, indicating that it utilizes four types of exercises to work with feeling-directed, intellect-directed, body-directed, and intuition-directed learning styles, respectively. The first section, a learning check-up designed for feeling-directed learners, presents information on why learning is important with exercises that allow students to share past learning experiences. The second section presents warm-up exercises designed for intellect-directed learners and includes activities related to determining students' learning style, identifying with specific learning styles, and solving time management issues. The third section is focused on "doers," or body-directed learners, and includes activities related to understanding how different learners approach problems, understanding how learning styles affect communication, and observing different learning styles in decision-making. The fourth section, geared toward intuitive learners, provides activities related to stimulating creative thinking, understanding listening techniques, becoming aware of learning potential, and practicing prioritizing goals. The final section provides instructors with additional activities for developing Mind Fitness classes. Contains 17 references. (AJL)

ED 405 017 JC 970 070

Budzyna, Janet; And Others
On Target! Strategies for Effective Problem Solving and Critical Thinking in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 95
NOTE- 131p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 068-072.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Class Activities; Creative Thinking; Curriculum Development; Decision Making Skills; *Inplant Programs; Learning Activities; Postsecondary Education; *Problem Solving; Troubleshooting; Workshops

One of a series of workplace education modules, this 6-week module presents activities and materials designed to lead participants through a systematic approach to problem-solving in the workplace. Following a brief overview, indicating that the module emphasizes five phases in problem-solving (i.e., using key problem-solving concepts, identifying the problem, exploring solutions, implementing the solutions, and reviewing outcomes), the levels of difficulty of the module activities are described. Two activities are then presented to help students assess their own problem-solving strengths and weaknesses prior to participating in a problem-solving class or workshop. The module then presents 44 activities and exercises related to the following 7 topic areas: (1) the relationship of organizational culture to problem-solving; (2) concepts of problem-solving, including fluency, flexibility, elaboration, and originality; (3) problem identification; (4) solution identification; (5) solution implementation; (6) analyzing outcomes and the process; and (7) individual versus group

In response to that fact that, since 1991, almost 60% of students had received failing grades on midterm exams in a general psychology course, the instructor undertook a project to apply principles of total quality management (TQM) to identify the causes of poor achievement. Efforts ware made to help students discover their mistakes, and thus correct them, by suggesting that they take make up tests and set up individual conferences with the instructor regarding the exams. In the conferences, which were held with over 100 students, the instructor noted students' improvement on the makeup exams, but asked students to consider why they had done so poorly on the original midterm. Student responses included failure to study course materials, poor comprehension of course topics, lack of motivation, poor writing and organizational skills, and preferences for multiple choice exams over essay tests. The instructor also sought to implement collective decision-making techniques by encouraging students to participate in the development of essay exam questions for the final exam. Students worked in groups to develop questions, worked with the instructor to polish the best 10 to 15 questions, and then took the final exam that they had collaboratively prepared. The use of group activities and collective decision-making helped promote a strong sense of shared identity and allowed students to take responsibility for their own learning. Contains 10 references. (BCY)

ED 405 035 JC 970 141

Phillips, Suzanne M.
A Writing Workshop for Sophomores.
PUB DATE- Mar 96
NOTE- 12p.; In: Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (10th, Ellenville, NY, March 20-22, 1996); see JC 970 128.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Curriculum Enrichment; Higher Education; Instructional Innovation; Peer Evaluation; *Psychology; *Teaching Methods; Writing Improvement; *Writing Skills; *Writing Workshops

A writing workshop was developed for undergraduate psychology courses to address problems related to writing skills development. Specific problems addressed by the workshop include the lack of attention paid by students to comments written on their papers during grading, students' tendency to look for easy solutions to their writing weaknesses, and the abundance of papers written the night before the due date. In the workshop, papers are collected at the beginning of class, with authors identified only by pseudonym, and randomly distributed to students. The class selects particular areas in which feedback should be provided, students rate the paper that they have in those areas, and students trade papers among themselves and review a second paper. The students then record papers they reviewed and return the papers to the instructor, who reads the papers, corrects any inaccurate comments, and provides additional comments. Students then review all the comments on their papers and prepare a final draft. Benefits of the workshop include enhanced student learning from seeing other students' writing and being required to rewrite their papers, as well as increased exposure to other students' perceptions of the course material. Concerns included anxieties

Based on interviews with state administrators and local educators in four states that are actively implementing skills standards in secondary and postsecondary education, this report describes strategies for using industry skill standards to improve education. Following introductory materials, strategies are reviewed for overcoming obstacles to the use of skill standards in education, such as inconsistent state and national skill standard frameworks, low skill levels in standards, and the lack of infrastructure for curriculum and instructional development. Strategies covered in this section include developing a common lexicon, occupational clusters, and exemplary models to resolve inconsistent standards; raising academic skills levels in industry-developed standards; and developing inventories of instructional applications and on-line databases of standards. The following two key practices used by the four states to promote and implement skill standards are then discussed: building statewide support for the development of standards by involving the private sector and providing educators with flexibility in using standards, as well as aligning curriculum and assessment through the use of standards to organize instruction. A discussion is then provided of issues related to implementing skill standards in professional education programs, highlighting the importance of faculty involvement in curricular design and alternative performance assessment techniques, such as assessing workplace performance or certification exams. Finally, recommendations are provided for coordinating efforts to develop industry skill standards. Contains 11 references. (HAA)

ED 405 053 JC 970 178

Pezzoli, Jean A.
Needs Assessment for Education and Training in Welding on Maui.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; *Educational Demand; *Employer Attitudes; *Employment Projections; Inservice Education; *Job Training; Two Year Colleges; *Wages; *Welding
IDENTIFIERS- University of Hawaii Maui Community College

In fall 1996, Hawaii's Maui Community College undertook a study to determine the demand for welders and welding education over the next 5 years and to estimate the characteristics of such training in terms of time of offering and courses needed. Questionnaires were mailed to a sample of 282 welding and related businesses in Maui, requesting information on needs for in-house training, the number of expected new hires, and wages paid. Study findings, based on responses received from 19% (n=54) of the businesses, included the following: (1) respondents expected to hire a collective total of 44 welders within the next 5 years, a relatively small demand compared to the college's capacity to train welders; (2) all respondents reported a starting wage of at least $8 per hour, while 17 businesses reported $15 or more, and 6 indicated that they paid $25 or more; (3) overall, respondents reported that 701 employees would benefit from taking welding courses, while the subject area with the strongest demand was the use of hand and power tools; and (4) only 7 firms indicated that they had employees who had received in-service training in the past year. Responses to open-ended questions are included. Appendixes provide a list of individuals who developed the to elementary and secondary education. The next sections are organized by the following subject areas: (1) arts; (2) information technology; (3) language arts; (4) library media; (5) mathematics; (6) responsible healthy lifestyles; (7) science; and (8) social studies. Each of these sections is further divided by grade level. For each grade level, core standards are stated, and specific objectives related to the standard are listed. (TM)

ED 405 072　　　　PS 022 668

Claus, Richard N.; Quimper, Barry E.
Michigan Early Childhood Education Preschool Program Product Evaluation Report, 1993-94.
PUB DATE- Jun 94
NOTE- 66p.; For other "Preschool...Product Evaluation Reports," see ED 308 931, ED 320 672, ED 343 656, and PS 021 692.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; Compensatory Education; Emotional Development; *High Risk Students; Parent Participation; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Skills; School Districts; State Programs; Summative Evaluation
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

A product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds (Michigan Early Childhood Education Preschool, or MECEP) was conducted in 1993-94. The Piaget-based program, which served approximately 280 children at 9 elementary schools, involves 7 component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question asked in the evaluation was: Did the program attain the 26 objectives it set out to accomplish? The Prekindergarten Saginaw Objective Referenced Test was used to measure product outcomes on 13 program objectives dealing with cognitive and psychomotor skills. The Affective Rating Scale was used to measure the seven affective objectives. Parents as Partners Monthly Logs were used to measure outcomes on the three parent participation/education objectives. Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to the curriculum, community collaboration/participation, and staff development components of the program. Evaluation data indicated that in its sixth year of operation, the program was quite successful, with 25 of 26 objectives attained. (Recommendations for program improvement are offered. Ten appendices provide related material, including specific program objectives, the PK-SORT, and statistics broken down by building.) (AA)

ED 405 073　　　　PS 023 209

Claus, Richard N.; Quimper, Barry E.
Michigan School Readiness Program Process Evaluation Report, 1994-95.
PUB DATE- Feb 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Indicators; State Surveys; Statistical Surveys; Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Arizona; Arrests; Child Mortality; Firearms; *Indicators; Vaccination

This Kids Count report examines statewide trends in the well-being of Arizona's children. The statistical portrait is based on 18 indicators of well-being: (1) prenatal care rate; (2) incidence of low birth weight infants; (3) immunization rate for 2-year-olds; (4) availability of state-approved child care spaces; (5) availability of preschool services; (6) lack of health insurance; (7) infant mortality rate; (8) child death rate (ages 1-14); (9) firearm-related deaths; (10) adolescent death rate; (11) teen birth rate; (12) high school dropout rate; (13) juvenile arrest rate for violent crimes; (14) child abuse and neglect reports investigated; (15) substantiated abuse and neglect; (16) children in foster care; (17) foster home availability; and (18) deaths from abuse and neglect. Chapter 1 of the report examines changes in child well-being between 1990 and 1994. Findings indicate that although there have been improvements in the rate of women receiving prenatal care, the proportion of 2-year-olds fully immunized, and the availability of preschool, there have also been increases in the child death rate, firearm-related death rate, high school dropout rate, birth rate of girls younger than 18 years, juvenile arrest rate for violent crimes, teen homicide rate, number of children without health insurance, and number of children in foster care. Chapter 2 focuses on child abuse and neglect findings, and Chapter 3 explores economic findings. Chapter 4 presents the results of a poll of Arizona registered voters regarding the role of families, government, and charities in improving conditions contributing to children's well-being. Appendices present rates for each indicator, references, and data sources. (KDFB)

ED 405 090   PS 025 017

Honig, Alice Sterling
Training Early Childhood Educators for the Future.
PUB DATE- Nov 96
NOTE- 32p.; Paper presented at the "Training Early Childhood Educators for the Future" Conference (Kuala Lumpur, Malaysia, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cultural Differences; *Early Childhood Education; Elementary School Teachers; Foreign Countries; Interpersonal Competence; *Knowledge Base for Teaching; Parent Education; *Preschool Teachers; Sex Differences; *Teacher Education; *Teacher Qualifications

In the future, as societies become more technologically demanding and families find less time for socializing their young, the power of the early childhood educator (ECE) will grow. The role must be professionalized. First and foremost, child development knowledge must be the foundation of ECE expertise. Within the curriculum, the building of prosocial skills and attitudes needs to become a primary goal of teacher training. Teachers-in-training will need courses in children's emotional and personal development and how these affect early learning, as well as some specialized intimate topics such as the intergenerational transmission of secure and insecure attachment patterns of young children with their caregivers. Parenting courses and interpreted to show how they enable children to develop social competence, set and solve interesting problems, and thus develop the types of skills needed as future effective employees. Two key features of play identified in Vygotskian theory involve the development of impulse control and following social rules for acceptable behavior in pretend situations. The social benefits of impulse control are seen in successful adults. Developmentally appropriate early childhood programs center their curriculum around play, according to guidelines of the National Association for the Education of Young Children. Representational play seen in the dramatic play area provides children with opportunities to practice and develop skills later needed by them to be successful workers, such as communication skills, decision making, problem solving, negotiation, and role taking. Early childhood educators need to feel validated in their advocacy of play for its own sake, its value for children, and its value in helping to develop competent adults. (KDFB)

ED 405 108   PS 025 060

Marchant, Catherine; Brown, Cheryl Render
The Role of Play in Inclusive Early Childhood Settings.
PUB DATE- 96
NOTE- 14p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Inclusive Schools; Mainstreaming; Parent School Relationship; Parent Teacher Cooperation; *Play; Regular and Special Education Relationship; Special Education; Teacher Collaboration; *Teacher Role; Teacher Student Relationship; *Young Children
IDENTIFIERS- Diversity (Student)

Play is pivotal in making inclusion work and in providing learning opportunities for all children in inclusive early childhood settings. The nature of inclusive early childhood settings forces a reexamination of the underlying assumptions about play, its role in child development, and its place within the curriculum. A continuum of interventions and facilitation around play, from more to less directive, with a constructivist approach falling in the middle, may help teachers find the right balance between intervening to promote play and stepping back to allow play to develop naturally. Play has been less emphasized in early childhood special education programs than in regular education programs because children with disabilities often need more than the provision of play opportunities; play is used to reinforce skill development and to foster peer relations. Inclusive settings should use the best of both early childhood and early childhood special education practices and rely on the full range of play perspectives. Play should provide children with opportunities to engage in different types of play at different developmental states in a variety of social configurations. Developmentally appropriate practices with adaptive toys provide the foundation for play in inclusive settings. However, a more active adult role is necessary in an inclusive setting. The practitioner must balance intervention with letting play happen. Facilitating learning through play in inclusive settings requires new collaborations among various professionals and families. Unified professional preparation of early childhood and early childhood special education teachers will facilitate statement for cash flow decision making, and balance sheet development. Section 5, "Financial Toolbox," contains worksheets for costs analysis, financial statements, balance sheets, income and expense budgets, and cash flow projections. The publication also lists topics for future chapters. (KDFB)

ED 405 126   PS 025 133

Williams, Michael R.
The Parent-Centered Early School: Highland Community School of Milwaukee.
PUB DATE- Mar 97
NOTE- 199p.; Studies in Education and Culture, Volume 10; Garland Reference Library of Social Science, Volume 1116.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Curriculum Development; Educational Environment; Educational History; *Educational Quality; Elementary Education; Inner City; *Institutional Characteristics; Mastery Learning; Mixed Age Grouping; *Montessori Method; Parent Participation; Preschool Education; Private Schools; School Community Relationship; *School Effectiveness; Socioeconomic Influences
IDENTIFIERS- Diversity (Student); Historical Background; Montessori Schools; Wisconsin (Milwaukee)

Milwaukee's Highland Community school was opened in 1968 as an independent school (and is still funded mostly by donations) to provide a quality Montessori education and nurturing environment for economically and culturally diverse groups of families on the city's economically depressed Near West Side. Governed by a 9-member parent board of directors, the school serves about 70 students, ages two-and-a-half to ten. This book presents a case study of Highland School, detailing the organizational and attitudinal reasons that Highland works so well. Following an introduction noting research on characteristics of effective schools and the procedures used in the case study, the chapters of the book are: (1) "Highland the School," detailing the school's origins, neighborhood demographics, current program, and effectiveness; (2) "Cultural Diversity at Highland," outlining admission policies, five concerns for educating for cultural diversity, goals for multicultural education, and Highland's multicultural curriculum; (3) "The Meaning of Community at Highland," including the value placed on children, egalitarianism, nonviolence, and staff collegiality; (4) "Recent Research on Parent Involvement," including socioeconomic factors in parent involvement, the effects of parent involvement on student achievement, the effects of school intervention programs that promote parent involvement, and James Comer's Parent Involvement Model; (5) "How HIghland Involves its Parents," including three types of parental attitudes about school involvement and educating parents formally; (6) "Parents Govern Highland," describing recent experiments to reform decision making in U.S. schools, and a survey of the parent board members; (7) "The Trustees of Highland," on the history of Highland's Trustee group, the Trustee role, trustee attitudes, and the efficacy of a trustee board for an urban public school; (8) "Highland's 'Early School' Curriculum," detailing the 3- to 6-year-olds program and the Junior level program, how Highland extends the Montessori Model, and how Highland compares to other current national reform experiments; and (9) "Highland's Lessons for Public Education," detailing the school's mission curriculum frameworks and briefly describes the eight intelligences, the guide presents the curriculum models: Problem-Based Learning, Case Studies, Thematic Learning, Project Learning, Service Learning, and Performance Learning. For each of the models, the guide details the following: (1) what the type of learning is, (2) what it looks and sounds like, (3) how it works, (4) why it works, (5) the key players and their roles, (6) when it can be used effectively, and (7) where to find more information. Each model also includes worksheets for teachers to note their current thinking about the model and how he or she might use the model. The guide concludes with a 151-item bibliography. (HTH)

ED 405 144   PS 025 174

Shwalb, David W., Ed.; Shwalb, Barbara J., Ed.
Japanese Childrearing: Two Generations of Scholarship.
PUB DATE- 96
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; *Cross Cultural Studies; *Cultural Influences; Family Life; Foreign Countries; *Japanese Culture; Middle Class; Nature Nurture Controversy; Parent Attitudes; *Parent Child Relationship; Parent Role; Research Needs; Social Attitudes; Social Change; Social History; *Socialization; Student Adjustment
IDENTIFIERS- Adult Child Relationship; Historical Background; Japan

The context of Japanese childrearing has changed during the postwar era. Noting that "new" observations concerning childrearing and socialization may not actually be new, this volume establishes continuity with past researchers by integrating the past half-century of cross-cultural research on Japanese childrearing and socialization, placing current findings in their historical context and offering concrete suggestions for new research. Chapters by "senior" authors (born prior to World War II) reflect on the authors' life work and derive what they now believe is of enduring value. Following each of these is a chapter by a "junior" author, commenting on the implications of the senior chapters for the understanding of culture, child development, and childrearing and socialization. The chapters are: (1) "Introduction: Looking Back" (David Shwalb and Barbara Shwalb), including goals and overview of the book as well as changes in research on the Japanese; (2) "From Productive Dependents to Precious Guests: Historical Changes in Japanese Children" (Hiroko Hara and Mieko Minagawa); (3) "Are Japanese Young Children among the Gods?" (Shing-Jen Chen); (4) "Psychocultural Continuities in Japanese Social Motivation" (George De Vos); (5) "Socialization and School Adaptation: On the Lifework of George De Vos" (Curtis Vaughn); (6) "Adult to Child in Japan: Interaction and Relations" (Betty Lanham and Regina Garrick); (7) "The Contributions of Betty Lanham: A Neglected Legacy" (Catherine Lewis); (8) "William Caudill and the Reproduction of Culture: Infant, Child, and Maternal Behavior in Japan and the United States" (Carmi Schooler); (9) "Production and Reproduction of Culture: The Dynamic Role of Mothers and Children in Early Socialization" (Susan Holloway and Masahiko Minami); (10) "Urban Middle-Class Japanese Family Life, 1958-1996: A Personal and Evolving Perspective" (Suzanne Hall Vogel); (11) "Japan's

DESCRIPTORS- Academic Failure; *Dropout Attitudes; Dropout Characteristics; Dropout Research; *Dropouts; Educational Experience; *Educational Practices; High Risk Students; High Schools; *High School Students; Hispanic Americans; Interviews; Potential Dropouts; *School Administration; School Districts; School Policy; Student Alienation; Student Educational Objectives; Whites
IDENTIFIERS- *Ogden City School District UT

This report examines current practices in defining, identifying, documenting, and tracking school dropouts in Ogden City School District (Utah), as well as demographic and personal characteristics of Ogden's high school dropouts. Data collection included a review of school and district records, interviews with administrators and staff, and telephone interviews with students identified by the school district as potential dropouts. Of the 722 students identified as potential dropouts, 123 students were interviewed and thus verified as dropouts. The majority of students dropped out during their junior and senior years, and slightly more than half of dropouts were female. While most students who dropped out were White, Hispanic students dropped out at a much higher rate in proportion to their enrollment. The most common reasons given for dropping out of school included academic failure, negative experiences with teachers and staff, personal problems, and negative experiences with other students or the school atmosphere. For Hispanic and low-income students, the perception of violence at school contributed greatly to their reasons for leaving school. More than half of students interviewed reported the desire to complete high school, and many expressed the desire for further education and training in order to fulfill career aspirations. The results suggest that students have multiple reasons for dropping out and that dropping out is a process. Recommendations are offered for improving administrative procedures to monitor student attendance; educational programming for at-risk students; the responsiveness of teachers and staff to student needs; and the schools' relationship with parents, the community, and other service agencies. Appendices include student interview protocol, summaries of attendance and tracking procedures for the district and individual high schools, and reasons for dropping out grouped by category. (LP)

ED 405 161 RC 020 947

Kissam, Ed
Formulating Social Policy vis-a-vis Immigrants: Win-Win or Zero-Sum Game?
PUB DATE- 19 Apr 96
NOTE- 30p.; Paper presented at the Conference on Immigration and the Changing Face of Rural California (Riverside, California, April 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Delivery Systems; Elementary Secondary Education; Government Role; *Immigrants; Mexican American Education; Mexican Americans; Migrant Workers; Policy Analysis; Program Design; Program Effectiveness; *Public Policy; Rural Areas; Rural Education; Social Integration; *Social Services
IDENTIFIERS- Access to Services; *California; Service Utilization

This paper examines the effectiveness of social services provided to Mexican immigrants in rural California. In addition, the goal. (ZWH)

ED 405 178 SE 054 765

Crelinsten, Jeffrey; And Others
Measuring Students' Understanding of Science in Its Technological and Social Context. Volume One: Designing a Suitable Instrument.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 93
NOTE- 117p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Foreign Countries; High Schools; Measures (Individuals); *Science and Society; *Science Education; Social Problems; *Student Attitudes
IDENTIFIERS- Ontario

This document presents the development of an instrument designed to assess student attitudes toward science and technology, and their understanding of certain social issues surrounding science and technology. The document contains two parts. Part 1, the Description of the Project, includes the following sections: (1) "The Project in Brief"; (2) "Background"; (3) "Methodology"; and (4) "Design and Test Procedures." Part 2, A Literature Review on Evaluation and Science, Technology, and Society Issues, includes the following sections: (1) "Introduction"; (2) "Defining Science/Technology/Society (STS)"; (3) "Implementing STS in Science Education"; (4) "The Instruments and the Methods Used in Evaluating Science and Technology"; (5) "Issues on Research"; and (6) "Conclusion." The test instrument, exhibits, and samples from Glen Aikenhead's Views on Science Technology and Society are included in the appendices. Part 2 contains a 109-item bibliography. (ZWH)

ED 405 179 SE 054 766

Crelinsten, Jeffrey; And Others
Measuring Students' Understanding of Science in Its Technological and Social Context. Volume Two: Validating the Instrument.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 93
NOTE- 164p.; Also available in French.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; Foreign Countries; High Schools; Measures (Individuals); *Science and Society; *Science Education; Social Problems; *Student Attitudes; *Test Validity
IDENTIFIERS- Ontario

This document contains the instrument used, results gathered, and discussions of the instrument used to measure students' (grades 10 and 12) understanding of science in its technological and social context. The following sections are included: (1) "Introduction"; (2) "A Comparison of Grade 10 and 12"; (3) "The Grade 10 Students"; (4) "The Grade 12 Students"; (5) "The Bipolar Statements," which contains a comparison of grade 10 and 12, a comparison of males and females, and the demographies

Elementary Secondary Education; Higher Education; *Information Dissemination; *Knowledge Base for Teaching; *Professional Development; Teacher Attitudes; *Teacher Education; Thinking Skills

During the 1996 Teacher Enhancement Institute (TEI) on the campus of Saint Vincent College in Latrobe, Pennsylvania, a very diverse group of teachers actively pursued instructional improvement through workshops in thinking skills, content area, and group seminars for a period of 4 weeks. This report contains evidence of improved teaching skills in science, mathematics, and classroom techniques gathered through pretest and posttest instruments, and interviews with faculty and participants. Both cognitive and affective domains were targeted by the TEI. Participants indicated significant growth in both areas. A major contribution of the TEI to teachers was reported as being the dissemination of new materials brought to them by the Saint Vincent College staff and by their peers in the respective workshops. It was concluded that the TEI participants experienced a positive change in affective and cognitive behaviors and attitudes through the activities during the time of the institute. (JRH)

ED 405 200 SE 059 772

Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 93
NOTE- 857p.
LANGUAGE- English
EDRS Price- MF05/PC35 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Calculators; Computer Uses in Education; Educational Strategies; Elementary Secondary Education; *Evaluation; *Mathematics Education; Mathematics Teachers; Student Attitudes; Teaching Methods

This report documents the results of the National Assessment of Educational Progress (NAEP) 1992 mathematics assessment and provides comparisons to the findings from a comparable survey conducted in 1990. It serves as a valuable reference volume which presents a diverse array of student, demographic, educational, and background characteristics. Chapters include: (1) "Overall Mathematics Achievement for the Nation and the States"; (2) "Overall Mathematics Achievement for Demographic Groups for the Nation and the States"; (3) "Mathematics Achievement by Content Area for the Nation and the States"; (4) "Mathematics Achievement by Content Areas for Population Subgroups for the Nation at Grades 4, 8, and 12 and the States at Grades 4 and 8"; (5) "Student Performance on Constructed-Response Questions for the Nation and the States"; (6) "Students' Perceptions of Mathematics"; (7) "Course-Taking Patterns for the Nation and the States"; (8) "Instructional Time and Emphases for the Nation and the States"; (9) "Instructional Approaches for the Nation and the States"; (10) "Use of Calculators and Computers in the Nation and the States"; (11) "Characteristics of Fourth- and Eighth-Grade Mathematics Teachers"; (12) "Student Motivation on NAEP's 1992 Assessment for the Nation and the States"; and (13) "Achievement by Academic Emphasis in the Home for the Nation and the States". Appendices include: (1) "What Students Know and Can Do in Mathematics"; (2) "Guidelines for Sample Participation and Explanation of Derivation of Weighted Population"; (3) "State Contextual Background Factors"; (4)

disciplinary knowledge of science teachers, student teachers and curriculum reform, elementary education majors in an alternative content biology course, translating reform efforts to classroom practices, values and dissection, preservice science teachers self-efficacy, professional development for secondary science teachers, infusion of Native American culture, policy issues in Florida science teachers, constructivist learning environments, teacher preparation, nature of science, children's literature, video case studies in pre-service science teacher education, teacher research experience, the National Space Grant College and Fellowship, informal learning assay, collaboration in the classroom, cultural barriers for Hispanics and American Indians, women in science, elementary teachers' conceptions of science pedagogy, the Urban Systemic Initiative, gender differences in student attitudes, textbook analyses, science education partnerships in undergraduate science instruction, conceptual change, teacher education, visual learning logs, constructivist teaching practices, fifth-grade students perceptions about scientists, science education for students with disabilities, domestic violence, professional development, teaching teachers to teach through Technology and Invention in Elementary Schools (TIES), mentoring, alternative assessment, performance assessment, reform projects, and nature of scientific knowledge. (JRH)

ED 405 221   SE 060 447

O'Sullivan, Christine Y.; And Others
NAEP 1996 Science Report Card for the Nation and the States. Findings from the National Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Hands on Science; *Science Education
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), the only ongoing survey of students' educational progress, has become an important resource for obtaining information on what students know and can do. This document reports on the NAEP 1996 science assessment that continues the mandate to evaluate and report educational progress of students at grades 4, 8, and 12. The national results contained within this report describe students' science achievement at each grade and within various subgroups of the general population. Chapters include: (1) "NAEP 1996 Science Assessment"; (2) "Science Scale Score Results: National and State Comparisons"; (3) "Student Performance on Hands-On Science Tasks"; and (4) "Exploring a More Inclusive NAEP". The section of the report on the performance of selected subgroups includes gender, race/ethnicity, parents' highest level of education, type of school, participation in Title I programs, and eligibility for the free/reduced-price lunch program. Appendices contain an overview of procedures used, 1996 state-level results for selected subgroups, state-level contextual variables, state level SD/LEP information, and standard errors. (JRH)

ED 405 222   SO 022 126

Social Studies Introductory Level--Interaction. Teachers' Guide &

NOTE- 172p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Art Education; Attitudes; Classroom Techniques; Cultural Activities; *Cultural Awareness; Discipline Based Art Education; Elementary Education; *Fine Arts; *Interdisciplinary Approach; *Multicultural Education; Social Studies

This practicum was designed to provide K-5 students with diverse cultural experiences through multicultural art education to develop cultural awareness. Community members, parents, museum docents, students, and staff pursued a year-long exploration into the diverse cultures of the world through the study, celebration, and sharing of heritages, traditions, customs, cultural arts, literature, music, games, dances, and interdisciplinary studies to facilitate an appreciation for the increased diversity in the world. Highlights were multicultural workshops, art festivals, and cultural performances by local artists. Interdisciplinary studies and multicultural arts instructional resource units were developed with an emphasis on learning through the arts. The study included working with teachers to integrate the arts into the existing curricula; providing art instruction to students, using a discipline-based art education (DBAE) format; and requisitioning multicultural materials and resources to promote learning about world cultures. Fundings through grants provided school residencies, enabling students to experience hands-on experiences with artists. Pre- and post-interviews, questionnaires, tests and assessments revealed an increase in students' abilities to discriminate, interpret, appreciate, and analyze differing styles and symbols within cultural contexts. Students demonstrated an increased knowledge about the role of arts within cultures, and how learning through the study of arts could provide an in-depth view into cultures of the world. Knowledge about others facilitated an understanding for diversity and broadened students' perceptions on the importance of mutual respect and acceptance in a multicultural world. (Author/LS)

ED 405 240   SO 025 971

Rhyan, Dawn M.
An Art Mentorship Program for Behavioral Intervention of Fifth Grade Students.
PUB DATE- Feb 95
NOTE- 81p.; M.S. Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Art Education; Attitudes; *Behavior Change; Classroom Techniques; Discipline Problems; Elementary Education; Grade 5; Intermediate Grades; *Mentors; Public Schools; *Student Behavior

This document describes an art mentorship program that was developed and implemented by an experienced art teacher as behavioral intervention for deviant fifth grade students. A target group of nine fifth grade public elementary school students was established for this practicum. Each targeted student mentor was paired with a primary special education student in the art setting. The program's objectives were to increase positive verbal interaction and cooperative interaction by 80%, to decrease office referrals by 80%, and to increase positive statements by 80%. To attain these goals,

(7) "Creativity Unleashed: Access to Art and Music Software through Your Touchtalker/LightTalker" (Chuck Frame); (8) "Breaking Barriers, Integrating Media across the Curriculum" (Colleen Sanders); (9) "Art Affirmation = Actualization" (Robin Clark-Winright); and (10) "Benefits of Adaptive Technology: A Personal View" (Dale Fuchs). Part 4, "New Technology Reviews," presents articles: (11) Intro to IntroTalker" (Julie Hoover); (12) "If You Can Move Your Head...Head Master" (Julie Hoover); (13) "Let Maps Lead Your Way" (Julie Hoover); (14) "Unicorn-Mousing Around" (Mary Trieschmann); and (15) "DynaVox" (Steven Ray). Institute acknowledgments conclude the document in part 5. (MM)

ED 405 259 SO 026 831

Art Education in Action: School-Museum Collaboration. Episode A: Focus on Original Art and Episode B: Interacting with a Contemporary Artist.
SPONS. AGENCY- J. Paul Getty Trust, Santa Monica, CA.
PUB DATE- 95
NOTE- 56p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aesthetic Education; Art Criticism; *Art Education; Art History; *Arts Centers; Audience Response; *Critical Viewing; *Discipline Based Art Education; *Discussion; Elementary Secondary Education; Interdisciplinary Approach; Interviews; Symbolism; Videotape Recordings; *Visual Arts
IDENTIFIERS- Art Elements

This guide and accompanying videotape are the fifth and final in a series that present full lessons and interviews with the instructors who created the lessons. Intended as starting points to stimulate thinking about a comprehensive approach to art education, these instructors discuss how they developed their lessons and how this approach has positively impacted their teaching and their students' capacity for learning. These materials focus on school-museum collaborations and highlight a program at the John and Mabel Ringling Museum of Art in Sarasota, Florida. Working hand-in-hand, classroom teachers and curators engage students not only in analyzing and interpreting original works of art, but also in conbributing creative artifacts to exhibit installations. Divided into two parts, Episode A takes a look at Susan Mudle's fourth-grade class' field trip and the way the students compare/contrast two Dutch paintings. Episode B follows art teacher Patricia Johnston's high school class as she leads them on a directed study adventure exploring the life and works of contemporary artist Eric Fischl. After extensive research, this class' adventure culminates in a face-to-face dialogue with the artist himself, surrounded by his work at the museum. (DQE)

ED 405 260 SO 026 834

Fishman, Ted C.
Building Partnerships in the Arts. Art as Necessity: The Cultural Community and Urban School.
PUB DATE- 91
NOTE- 36p.; Excerpts from addresses and speeches presented at "Art as Necessity: The Cultural Community and the Urban School"

guide/student workbook, is to help students develop citizenship skills important for intelligent and effective participation in a self-governing society. Specific educational objectives include helping students learn: (1) how to express their opinions; (2) how to decide which level of government and which agency is most appropriate for dealing with the community problems they identify; and (3) how to influence policy decisions at that level of government. The guide provides students with step-by-step instructions for identifying and studying a public policy problem and for developing a class portfolio, a cumulative organized collection of information (statements, charts, graphs, photographs, and original art work) that makes up the class plan related to the public policy issue studied. This student instructional guide is organized into the following sections: "Step I: Identifying Public Policy Problems in Your Community"; "Step II: Selecting a Problem for Class Study"; "Step III: Gathering Information on the Problem Your Class Will Study"; "Step IV: Developing a Class Portfolio"; "Step V: Presenting Your Portfolio"; and "Step VI: Reflecting on Your Learning Experience." Additional resources provided include a glossary of 50 relevant civics terms and nine appendices consisting of sample lists of libraries, newspapers, professors/scholars, lawyers/ judges/bar associations, businesses, community and interest groups, as well as city, state, and U.S. government offices, all community resources that students can research locally with the appropriate reference materials (telephone books/directories, business directories, and lists of public service organizations) available at most public libraries. Illustrations also are included. (CB)

ED 405 282 SO 027 373

Cogan, John J., Comp.; Kubow, Patricia K., Comp.
Citizenship Theory Bibliography.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; *Curriculum Development; Educational Objectives; Educational Research; *Political Science; Social Studies; Theories; *Theory Practice Relationship; United States Government (Course)

This bibliography cites over 150 publications on citizenship theory. Sources, arranged alphabetically by author, include books, journal articles, essays, reports, conference papers, and periodicals from 1916--October 1996. (CB)

ED 405 283 SO 027 374

Cogan, John J., Comp.; Kubow, Patricia K., Comp.
Citizenship Education Bibliography.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizenship Education; *Civics; *Curriculum Development; Curriculum Guides; Educational Assessment; *Educational Objectives; Educational Planning; Instructional Development; Political Science; Social Studies; Standards; State of the Art Reviews; *United States Government (Course)

This bibliography cites over 300 publications on citizenship

PUB DATE- Nov 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Educational Environment; Elementary Secondary Education; Research Methodology; *Science Teachers; *Teacher Attitudes; *Teacher Student Relationship

This paper reports on a pilot study that is designed to become an element of a larger research endeavor. The larger study will explore relationships between how teachers teach in the classroom, those teachers' perceptions of their own pedagogical practice, and the beliefs of those teachers about the roles of the student and the teacher in the learning environment. The purpose of this pilot study was to develop a rubric to assess teachers' beliefs about constructivist teaching and learning. Study participants included 20 teachers with teaching assignments ranging from the grades 6-10. An open ended question "My perception of the relationship between students and teachers in the learning environment..." was used to invite responses in the teachers' own words. The scoring rubric, the Science Teacher's Belief about the Learning Environment, used 13 characteristics to assess teachers' beliefs. Although individual responses included a variety of forms, the utility of the rubric design was evident in the relatively equal ease of use in assessing the varied responses. It can be inferred that there is good evidence of a theoretical construct in the case of the "Science Teacher's Beliefs about the Learning Environment" scoring rubric. (Contains 46 references.) (ND)

ED 405 304 SP 037 182

Klecker, Beverly; Loadman, William E.
Dimensions of Teacher Empowerment: Identifying New Roles for Classroom Teachers in Restructuring Schools.
PUB DATE- Nov 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; *Faculty Development; Literature Reviews; *School Restructuring; *Teacher Attitudes; *Teacher Empowerment; Teacher Participation; *Teacher Role
IDENTIFIERS- Ohio; *Teacher Knowledge; Teacher Principal Relationship

Teacher empowerment was one of eight criteria required by the Ohio Department of Education for funding as part of its Venture Capital Schools in Ohio program. This report, part of a larger study, identifies and summarizes dimensional definitions of teacher empowerment in school restructuring literature in order to enlarge the vision of Venture Capital School Planning teams and to suggest roles for classroom teachers that might otherwise have been overlooked. In the literature, the conceptual continuum of teacher empowerment ranged from power handed down to classroom teachers through the school's

Empathy in the Structure of Personality of Special Educators.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Empathy; Foreign Countries; Helping Relationship; Higher Education; Loneliness; *Personality Traits; Preservice Teacher Education; Special Education; *Special Education Teachers; *Teacher Burnout; *Teacher Characteristics
IDENTIFIERS- Poland

Empathy is a personality attribute involving the capacity to respond emotionally, cognitively, and communicatively to other persons without loss of objectivity and identity. Empathy is linked with helping behavior and with more effective professional functioning. The aim of this study was to investigate relations between empathy and personality dimensions in special educators in comparison to the teachers of primary and secondary schools, the mechanisms underlying these phenomena, and connections between loneliness and burnout syndrome. Participants were 98 teachers, ages 25 to 56 years, including 25 men and 73 women. Thirty teachers worked with disabled children, 30 teachers taught in primary schools, and 38 teachers worked in secondary schools. The survey results showed differences in the level of empathy between special educators and other groups of teachers. Empathy seemed to be connected with personality. The mechanisms underlying the development of empathetic components and dimensions of personality could be both physiological and social in character. Empathy could protect the teachers against feelings of loneliness and burnout syndrome. It is concluded that empathy should be specially included in teachers' training. (Contains 17 references.) (Author/ND)

ED 405 324 SP 037 205

Holt, Dennis; And Others
Integrating Preparation and Practice through a Technology-Based Approach to Portfolios for Professional Development Using CD-ROM Technology.
PUB DATE- Feb 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Optical Data Disks; Partnerships in Education; *Portfolio Assessment; *Portfolios (Background Materials); Preservice Teacher Education; Professional Development Schools; *Student Teacher Evaluation; Student Teachers; Student Teaching; Urban Schools
IDENTIFIERS- Florida (Jacksonville); University of North Florida

As part of the Jacksonville Urban Education Partnership (JUEP) at the University of North Florida, a CD-ROM disc designed to assist preservice teachers in the preparation of their portfolios was developed and tested. With the help of the disc, 45 preservice teachers developed portfolios as a tool for reflection and for evaluation of skill and knowledge during their clinical experience in urban professional development schools. The content of the CD-ROM includes: guidelines for things that students do over time in a subject area. They may be kept in a variety of formats, but should be kept in a way that provides frequent access. The teacher should present the criteria for selection for the portfolio, and the students should select what to include. It is essential that students evaluate their own work if the portfolio is to be effective. Critical thinking comes into the introduction, explanation, or assessment of the contents provided by the student. Once the portfolios have been collected, the teacher must evaluate them, and then, when students have seen their grades, the portfolio can be returned to the student, passed on to the next teacher, or filed in a central place determined by the school. Portfolios can be an effective tool to help students see their academic growth and identify areas where they still need to grow. (Contains 10 references.) (SLD)

ED 405 342 TM 024 107

Bierschenk, Bernhard
The Assessment of Competence: A New Field of Research. No. 54.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; *Competence; *Educational Assessment; *Language Proficiency; Measurement Techniques; *Research Needs; *Skill Development
IDENTIFIERS- *Perspective Text Analysis; *Textual Analysis

A method for the assessment of competence in language is suggested that allows a new approach to the study of the sources and conditions of competence development. The method builds on the functional analysis of text building behavior, making use of the discontinuities in produced text as the only reliable observations from a scientific point of view. The method is known as Perspective Text Analysis. It characterizes the mechanism that has been discovered to govern text production and to foster an understanding of the actual processes of movement in language. The functional analysis of qualitative stability in text building behavior incorporates the double aspect of time into the approach, partly through an algorithm that takes care of the dynamics in text building behavior, and partly through the sequencing in text production that secures its evolutionary aspect. Aspects of competence are presented concerning five different areas. By means of global state attractors resulting from the perspective of anticipated consequences, mental determinants are presented. On the basis of established temporal morphologies, the kinds of determinants that constrain one's thinking under various experimental conditions are shown. Five tables illustrate concepts under discussion. (Contains 35 references.) (SLD)

ED 405 343 TM 024 917

Saunders, Christopher
Concepts and Methods for Integrating Social and Economic Statistics on Health, Education and Housing. Studies in Methods Series F No. 40.
PUB DATE- 86
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Data Analysis; *Economic Factors;

The new system of quality assurance for occupational or technical education that is emerging emphasizes three components: (1) occupational skill standards as the basis for program design; (2) skill assessment/certification as the basis for assessing program effectiveness with individuals; and (3) job placement of training recipients as the basis for assessing institutional effectiveness in meeting job market needs. Accreditation is a system to recognize educational institutions or professional programs that meet prescribed levels or standards of integrity, performance, and quality. It is a private, voluntary, nongovernmental, decentralized process that is unique to postsecondary education in the United States. The Council on Occupational Education Inc. (COE) was established as a not-for-profit education corporation to serve as a national accreditor for providers of postsecondary workforce training and education. The process it applies consists of an intensive self-study, followed by an on-site evaluation from a visiting team of professional educators and specialists, and then action by the accrediting commission regarding accreditation. The revised accreditation envisioned by the leaders of COE will use this approach with skill standards and skill certification for demonstrating learner competence. (Contains one figure and seven references.) (SLD)

ED 405 362 TM 026 201

Professional Staff by Assignment, Race/Ethnicity and Gender, Maryland Public Schools.
PUB DATE- Oct 96
NOTE- 79p.; For related documents, see TM 026 202-203.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; Classification; Educational Administration; Elementary Secondary Education; *Ethnicity; *Professional Personnel; Public Schools; *Racial Differences; School Districts; School Libraries; *School Personnel; *Sex Differences; State Departments of Education
IDENTIFIERS- *Maryland

This report presents information about the racial and gender breakdown of central office and school-level professional personnel in Maryland local education agencies (LEAs) as of October 19, 1995. These data were submitted by LEAs on the Annual Staff Report, which includes all employees except those paid on an hourly basis, daily substitutes, and special contractual employees. Staff members are classified on the basis of their work assignments. These classifications correspond to position codes listed in the "Staff Reporting System Guidelines for Local School Systems in Maryland." Thirty-three tables present information on teachers, administrators, therapists, librarians, guidance counselors, and school psychologists. (SLD)

ED 405 363 TM 026 202

Professional Salary Schedules, Maryland Public Schools 1996-97.
PUB DATE- Oct 96
NOTE- 29p.; For related documents, see TM 026 201-203.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Bachelors Degrees; Educational Administration; Elementary Secondary Education; Higher Education; Masters Degrees; *Professional Personnel; Public

Development. The COPC Program provides funds to help institutions of higher learning form or expand centers for applied research and outreach to communities and neighborhoods. This publication was developed as a resource for COPC grantees. Descriptions are provided for the following foundations and trusts: American Express Foundation, AT&T Foundation, Bristol Myers-Squibb Foundation, Jessie P. Cox Charitable Trust, Ford Motor Company Fund, General Motors Foundation, Inc., Robert Wood Johnson Foundation, Joyce Foundation, W. K. Kellogg Foundation, Charles Stewart Mott Foundation, Pew Charitable Trust, Prudential Foundation, Rockefeller Foundation, US West Foundation, and DeWitt Wallace-Reader's Digest Fund, Inc. For each fund, the description includes contact information, purpose and activities, limitations, and examples of COPC-related funding. A subject index is also provided with entries for community development, economic development, education (K-12), environment, health, job training, and leadership. (JLS)

ED 404 923   HE 029 928

Bledsoe, Gerie B.
Faculty Development in Higher Education. Enhancing a National Resource. To Promote Academic Justice and Excellence Series.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *College Faculty; Decision Making; Educational Change; Educational Trends; *Faculty Development; Futures (of Society); *Higher Education; Personnel Policy; Professional Autonomy; Retrenchment; School Policy; Skill Development; *Teaching Skills
IDENTIFIERS- *National Education Association

The National Education Association (NEA) believes that faculty development programs, if designed by the faculty, implemented on a voluntary and equitable basis, and adequately funded, can contribute to improving teaching and learning on college and university campuses. The ideal of continuing self-improvement by college and university faculty is a fundamental aspect of the profession. Calls for improved programs of faculty development include a range of activities from improving scholarship to enhancing teaching skills or revising curricula. Faculty development involves professional development, instructional development, personal development, curriculum development, and organizational development. The environment of American higher education is changing with greater student diversity, inadequate student preparation, shifts in student demand for courses from the liberal arts to business and technology, a knowledge explosion, large upward and downward changes in enrollment, and an aging profession with high departure rates and many new faculty. At the same time, general pressures for reform in higher education have accentuated the need for faculty development. State governments and institutions of higher education must define their roles in these efforts. Other issues relevant to faculty development include funding, a process for rewarding teaching, measures of effectiveness, and comprehensiveness. (Contains 27 references.) (JLS)

ED 404 924   HE 029 929

Gilbert, Steven W.; Green, Kenneth C.

DESCRIPTORS- College Freshmen; *Colleges; *Enrollment Trends; Higher Education; High School Graduates; Race; Sex; State Surveys; Trend Analysis; *Universities
IDENTIFIERS- *Pennsylvania

This report provides statistical information on fall 1995 enrollments in Pennsylvania colleges and universities. Data are drawn from an annual survey of 144 Pennsylvania colleges and universities and national surveys conducted by the National Center for Education Statistics. Approximately 618,600 students were enrolled in postsecondary degree programs, including 47,289 students in 95 private licensed schools authorized to grant specialized associate degrees. Tables and figures present the following data: (1) high school graduates and college first-time freshmen enrollments, 1986 through 1995; (2) fall enrollments by race, 1986 and 1995; (3) fall enrollments by level and sex, 1986 and 1995; (4) fall enrollments by type of institution, United States and Pennsylvania, by selected years; (5) fall enrollments by level and status, by selected years; (6) fall enrollments by sex and status, 1986 through 1995; (7) fall enrollments by institutional category and sex, 1995; (8) fall enrollments by institutional category and race, 1986 and 1995; (9) fall enrollments by age and sex, 1995; (10) fall undergraduate enrollments in occupationally specific programs by institutional category, 1987 and 1995; and (11) percentage change in fall enrollments by state, 1985 to 1993. Appendixes provide additional data, a glossary, and notes on sources. (MDM)

ED 404 943 HE 029 958

Khanna, Devki N., Comp.
Colleges and Universities: Basic Student Charges, 1995-96.
PUB DATE- Nov 95
NOTE- 42p.; For related documents, see HE 029 955-959. For previous edition, see ED 388 171.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Housing; *Colleges; *Fees; Higher Education; State Surveys; Statistical Data; *Student Costs; Trend Analysis; *Tuition; *Universities
IDENTIFIERS- *Pennsylvania

This report provides information about the cost of attending Pennsylvania colleges and universities, including tuition, required fees, and room and board charges for the year 1995-96 as well as trend information for the past 10 years. The main source of the data was an annual survey of 145 Pennsylvania colleges and universities. Comparative national data are also provided. Tables and figures present the following data: (1) average annual increase in undergraduate in-state basic student charges vs. the consumer price index, 1986-87 through 1995-96; (2) average undergraduate in-state tuition and required fees by institutional category, 1986-87 through 1995-96; (3) average annual increase in undergraduate in-state tuition and required fees, 1986-87 through 1995-96; (4) average combined room and board charges by institutional category, 1986-87 through 1995-96; (5) average annual increase in room and board charges, 1986-87 through 1995-96; (6) average basic student charges by institutional category, 1995-96; and (7) average undergraduate basic student charges in 4-year institutions, United States, Pennsylvania, and selected neighboring states, 1994-95. Appendixes provide additional data, a glossary, and notes on sources. (MDM)

ED 404 944 HE 029 959

Rehabilitation Research (NIDRR); and information on the Great Lakes Disability and Business Technical Assistance Center and the ADA-Ohio Steering Committee. (CH)

ED 404 962 HE 029 985

Anderson, Lara A.; Miller, Michael
The Development of a National Agenda for College Faculty: "McDonaldizing" Higher Education.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; College Governing Councils; Compliance (Legal); *Diversity (Institutional); Faculty College Relationship; Federal Government; Federal Programs; *Federal Regulation; *Governance; *Government Role; Government School Relationship; Higher Education; *Institutional Autonomy; Professional Autonomy; Teacher Empowerment; Teacher Rights; Tenure
IDENTIFIERS- Ballard v Blount; Connick v Myers; Minnesota State Board for Community Coll v Knight

By analyzing contemporary literature, this paper posits a federal role in what is seen as a trend toward "normalizing" college faculty positions and shifting control away from state and local jurisdictions. Three factors are seen as contributing to this shift. The first is the government's role in funding the hard sciences which has, in turn, created a culture of scholarship that rewards research and publication activities over more traditional faculty roles such as student moral development. Another change agent comes from court decisions that have held that faculty do not have an intrinsic right to be involved in institutional decision-making. In three cases--Minnesota State Board for Community Colleges v Leon Knight, Connick v Myers, and Ballard v Blount--administrators have successfully challenged concepts of academic freedom and tenure. Another shift has occurred in vocational education. While recent administrations have emphasized state responsibility for higher education, the strong federal presence in vocational education puts pressure on the performance and behavior of two-year college faculty. The paper concludes that federal money is creating a McDonald's hamburger-like sameness in higher education institutions and urges vigilance to protect variety and local flavor. (CH)

ED 404 963 HE 029 989

Minding Our "P's" and "Q's": Indications of Productivity and Quality in South Carolina's Public Colleges and Universities. Reports on Act 255 of 1992 and Summary Report on Institutional Effectiveness.
PUB DATE- Jan 97
NOTE- 386p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Degrees (Academic); *Educational Assessment; Enrollment Rate; *Evaluation Criteria; Graduation; Higher Education; *Institutional Evaluation; Minority Groups; Performance Based Assessment; Postsecondary Education; Program Evaluation;

Franklin, Jennie A. Johnson
SchoolTech Activities Handbook: Successful, User-friendly Lessons and Units.
PUB DATE- Jun 96
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Computer Literacy; Cooperative Planning; *Curriculum Development; Elementary Secondary Education; *Instructional Innovation; *Internet; Learning Activities; Pilot Projects; Staff Development; State Programs
IDENTIFIERS- Acceptable Use Policy; North Carolina; *Technology Integration

The SchoolTech initiative, a state-funded pilot project, was designed to empower teachers to develop innovative approaches to academic and extracurricular activities using technology. Elementary and secondary schools (n=10) in North Carolina were provided with hardware and software that had the capability of accessing Internet resources. Teachers explored resources for numerous content areas and collaborated with their counterparts across the state, region, country, and world. Project participants developed interdisciplinary and staff development activities; these are contained in this handbook. The activities are user-friendly, can be adapted for use at many grade levels, and are presented in a progressive order, according to the grade level for which they are appropriate. For each, the following information is provided: activity title; author; school, including address and phone number; subject areas; grade level; North Carolina Course of Study Goals; background information/pre-lesson instruction; materials/equipment/technology; instructional strategies/procedures; student evaluation; follow-up activities; and suggestions for replication. Some worksheets, handouts, and instructional booklets are also included. Appendices contain school site addresses; technology plan; the multi-tasking classroom and typical unit; Internet resource addresses; and acceptable use policies. (AEF)

ED 404 982 IR 018 237

Ohio SchoolNet Initiatives: Findings of the Legislative Office of Education Oversight.
PUB DATE- Dec 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Educational Finance; Educational Planning; *Elementary Secondary Education; Low Income Groups; Microcomputers; Professional Development; School Districts; School Surveys; State Programs; Technological Advancement; *Telecommunications
IDENTIFIERS- Connectivity; Electrical Wiring; *Ohio SchoolNet

The Ohio state-funded SchoolNet initiatives include two major components: "SchoolNet" and "SchoolNet Plus." SchoolNet provides telecommunications wiring among classrooms in individual school buildings; it also provides computers for low-wealth districts and supports technology-related professional development. SchoolNet Plus provides computers and related

Biology Explorer Series" (1992, Scotts Valley, California: Wings for Learning). The videotape analysis suggests the need for a better understanding of the dynamics of mental-model development as middle school students use simulations to learn science. The need to better understand the role of prior knowledge and the students' ability to use scientific problem-solving skills in a modeling environment is also apparent. Four figures illustrate the discussion. An appendix presents a proposed Modeling Skills Assessment Inventory Checklist (MOSAIC). (Contains 12 references.) (Author/SLD)

ED 405 000 IR 056 134

Philipps, Jane
Report of the CACUL Working Group on Reference Statistics. Occasional Paper Series, No. 10.
PUB DATE- Sep 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Administration; Library Funding; Library Planning; *Library Services; Pilot Projects; *Questionnaires; *Reference Services; *Statistical Data; User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- Canada

Most academic libraries undertake the collection and reporting of statistical information on activity levels for many aspects of both technical and public services. Data on reference activity are used for a variety of purposes within the library, primarily to facilitate planning and improve delivery of reference services, and also externally, where they are used for broad inter-institutional comparisons which often have a direct impact on operations. The Canadian Association of College and University Libraries (CACUL) Task Force on Reference Statistics was established in October 1985 with a dual mandate: (1) to develop definitions, forms, and procedures, and to conduct a pilot study to establish a body of data on reference activities in Canadian academic libraries; and (2) to develop a means of measuring patron satisfaction with reference service. In 1990, the Working Group on Reference Statistics was formed to address the first part of the mandate. Questionnaires were developed and sent to academic libraries, the results of which led to the development of draft definitions and forms. A pilot project to test the efficacy and acceptability of definitions and forms was undertaken in March 1993. Responses were received from 10 universities (66.6%) and 15 colleges (93.8%). Results are discussed. Appendices include: a pretest questionnaire; a survey questionnaire; instructions; definitions; forms; and a questionnaire distributed after the test period. (SWC)

ED 405 001 IR 056 280

White, Marilyn Domas; Wang, Peiling
Document Selection and Relevance Assessments during a Research Project.
PUB DATE- Jan 97
NOTE- 102p.; Research funded by the Council on Library Resources.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citations (References); *Decision Making; Higher

problem-solving. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials. The final section presents an outline of a sample 4-hour problem-solving workshop. (HAA)

ED 405 018 JC 970 071

Gershwin, Mary Crabbe; And Others
Messages, Meanings, and Minestrone: The Communication Cookbook.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 185p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 068-072.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; *Communication (Thought Transfer); *Communication Skills; Communicative Competence (Languages); Curriculum Development; Feedback; *Inplant Programs; Intercultural Communication; Learning Activities; *Listening Skills; Organizational Communication; Postsecondary Education; Problem Solving; Public Speaking

One of a series of workplace education modules, this module includes activities and exercises for teaching communication skills in the workplace. First, introductory material reviews the goals of the module and defines three levels of difficulty of module activities (i.e., beginner, intermediate, and advanced). The importance of communication skills in the workplace is then discussed and issues related to setting up a classroom environment and assessment are addressed. The bulk of the module then presents 76 activities in the following 9 topic areas: (1) the role of perception in the communication process; (2) the importance of listening; (3) expressing ideas clearly; (4) awareness of the effects of positive, negative, and constructive feedback; (5) team communication skills; (6) conflict management or negotiation skills; (7) customer service skills, including considerations related to voice quality, active listening, and problem-solving; (8) presentation skills, including effective public speaking; and (9) intercultural communication skills, including awareness of one's own and other cultures, nonverbal communication techniques, and language simplification. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials. (HAA)

ED 405 019 JC 970 072

Diller, Jannelle; And Others
Write Ideas: Strategies for Improving Writing Skills in the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 125p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 068-071.
LANGUAGE- English

related to other students' evaluations, increased work for instructors, and lost class time that would otherwise be used to present new material. A workshop outline is appended. (HAA)

ED 405 036 JC 970 142

Thot, Iris Dolores
Personal Fulfillment and Foreign Language Study: Making the Match.
PUB DATE- 96
NOTE- 47p.; For the original study of student motivations, see ED 402 967.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Multiple Regression Analysis; Participant Satisfaction; *Second Language Instruction; *Second Language Learning; *Student Attitudes; *Student Characteristics; *Student Motivation; *Teacher Effectiveness; Two Year Colleges; Two Year College Students

In response to findings from a study of community college students' motivations for studying a foreign language that indicated that many students cited "personal fulfillment," a second study was undertaken to determine factors that affected students' sense of fulfillment. Specifically, the study sought to determine the relationship between fulfillment and students' gender and ethnicity, perceptions of the quality of foreign language instruction at the college, and other motivations for studying foreign languages. The study population consisted of a random sample of 50 students in 6 German and Spanish language classes at California's Chaffey Community College. Study findings, based on regression analyses run using "personal fulfillment" as the dependent variable, included the following: (1) fully 91.8% of students indicated that they were taking the foreign language class for personal fulfillment, compared to 54.1% taking it for travel, 31.1% for prestige, and another 31.1% for their major; (2) neither student gender nor ethnicity were found to be related to the personal fulfillment which any individual student had with the foreign language; (3) with respect to the quality of instruction, the teaching capability of the foreign language instructor was found to be strongly related students' fulfillment; and (4) job advancement as a motivation was found to be negatively related to personal fulfillment, while prestige as a motive was positively related. The survey instrument is appended. (HAA)

ED 405 037 JC 970 147

Banachowski, Grace
Advantages and Disadvantages of Employing Part-Time Faculty in Community Colleges. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Educational Quality; *Educational Trends; *Employment Practices; Flexible Scheduling; Full Time Faculty; *Instructional Effectiveness; *Part Time Faculty; Two Year Colleges
IDENTIFIERS- ERIC Digests

questionnaire, the cover letter and survey instrument, a list businesses surveyed, and a table of respondents by business sector. (HAA)

ED 405 054 JC 970 179

Boone, Edgar J.; And Others
Community Leadership through Community-Based Programming: The Role of the Community College.
PUB DATE- 97
NOTE- 218p.; Foreword by David R. Pierce.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Planning; *Community Colleges; Community Cooperation; *Community Involvement; Community Relations; *Community Services; Institutional Mission; *Organizational Development; *School Community Programs; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Community Based Programming

Organized around 15 tasks involved in the community-based programming (CBP) process, this book provides practical, field-tested guidance on successfully implementing CBP in community colleges. Following prefatory materials, the following chapters are provided: (1) "An Introduction to the Community-Based Programming Process" (Edgar J. Boone), reviewing the role of community colleges in CBP and necessary skills; (2) "The Community College's Mission and Milieu: Institutionalizing Community-Based Programming" (George B. Vaughan), focusing on the first three of the processual tasks in CBP; (3) "Environmental Scanning" (Brian Nichol), addressing tasks 4 through 6; (4) "Identifying Target Publics and Stakeholders: Building a Coalition" (John M. Pettitt and Rosemary Gillett-Karam), focusing on the intended outcomes of processual tasks 7 through 10; (5) "Developing and Implementing the Plan of Action" (Edgar J. Boone, Wynetta Y. Lee, Jacquelyn W. McClelland, and Robert A. Rubin), addressing tasks 11 and 12 and presenting two sample action plans; (6) "Evaluation and Accountability" (Wynetta Y. Lee), presenting approaches for implementing tasks 13 through 15 and stressing the importance of measuring outcomes and communicating outcomes to stakeholders; and (7) "Community-Based Programming in Retrospect: Observations and Recommendations" (Edgar J. Boone), summarizing lessons learned in pilot implementations of CBP at community colleges across the nation. (HAA)

ED 405 055 JC 970 181

Fischer, Susanne E.
St. Petersburg Junior College Factbook, 1996-97.
PUB DATE- Dec 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; Community Colleges; Educational Facilities; Educational History; *Enrollment; *Enrollment Trends; Ethnicity; *Institutional Characteristics; *Outcomes of Education; *School Demography; Statistical Data; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Saint Petersburg Junior College FL

This handbook presents statistical data on students, outcomes,

PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; Cognitive Development; Cognitive Measurement; Cognitive Objectives; Early Intervention; *Educational Assessment; Evaluation Criteria; Formative Evaluation; *High Risk Students; Minimum Competencies; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Objectives; Teacher Evaluation; Young Children
IDENTIFIERS- *Classroom Observation Instruments; *Michigan (Saginaw)

The Michigan School Readiness Program (MSRP) is a state-funded prekindergarten program in Saginaw for at-risk 4-year-old children. The overall goal of the program is to provide these 4-year-olds with an environment that will enable them to develop school readiness skills in seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation. A process evaluation of MSRP was conducted in 1995. The observation-instrument evaluation focused on cognitive, psychomotor, parent participation/education, and language development activities in the classrooms. The evaluation revealed the following: (1) daily objectives were being met with the exception of gross motor coordination activities; (2) parent participation records were being maintained; and (3) teachers were employing language production/enhancement techniques but with wide variation in frequency across sites. The investigation concluded that these deficiencies might be addressed with an in-service on how to further extend restatements, and by ensuring that supervised gross motor coordination takes place on a daily basis. (Four appendixes present: (1) program participants by building as of February 13, 1995; (2) a narrative program description; (3) materials related to the observation instrument and associated checklists; and (4) classroom observations on teachers' use of language production/enhancement techniques for each site.) (SD)

ED 405 074   PS 023 448

Claus, Richard N.; Quimper, Barry E.
Michigan School Readiness Program Product Evaluation Report, 1994-95.
PUB DATE- Jun 95
NOTE- 68p.; For 1995-96 document in this series, see PS 024 952.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; Compensatory Education; Emotional Development; *High Risk Students; Parent Participation; *Preschool Education; Program Effectiveness; Program Evaluation; Psychomotor Skills; School Districts; State Programs; Summative Evaluation
IDENTIFIERS- Prekindergarten Saginaw Objective Reference Test; *Saginaw City School System MI

A product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds (Michigan School Readiness Program, formerly Michigan Early Childhood Education Preschool, or MECEP) was conducted in 1994-95. The Piaget-based program, which served approximately 302 children at 9 elementary schools, involves 7 component areas: cognitive, psychomotor, affective, parent participation and practica with families, especially families under stress, will provide hands-on experience for teachers in training. Teachers in training must be challenged to grasp the implications of theoretical ideas. Knowledge about the subtle relationship between the domains of language and cognition is important, as well as an appreciation for dance, classical music, poetic rhythms, and painting. Finally, coursework on differences in cultural patterns of child rearing and in treatment of children as a function of gender will empower teachers to become more aware of ethnic and gender differences and similarities. Contains 32 references. (EAJ)

ED 405 091 PS 025 027

Manzi, Alison; Winters, Lynn
Mental Rotation and Sequential Ordering in Preschoolers.
PUB DATE- 15 Aug 96
NOTE- 19p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Imagery; Piagetian Theory; *Preschool Children; Preschool Education; *Serial Ordering
IDENTIFIERS- Mental Imagery; Mental Rotation; Mental Rotation Tests; Relational Concepts; *Sequencing Skills

This study examined the relationship between knowledge of sequence relations and the process of mental rotation in four-year-olds. Subjects were 12 preschool children who were tested individually. They were given a State Comparison Task (SCT) in which they were shown pairs of animal pictures, half identical and half mirror images of one another, and asked to decide if the figures were the same or different. The Sequential Ordering Task (SOT) involved showing animal shapes rotated from zero to 180 degrees in increments of 45 degrees. Children were shown either the first or last card of the sequence and the remaining 4 cards in random order; their task was to place the cards in the correct sequence showing a rotation from upright to 180 degrees. Responses were timed to one-thousandth of a second. Findings indicated that there was a significant positive correlation between the number of correctly placed cards in the SOT and the number of correct trials in the SCT. Some four-year-olds understood sequence relations; most performed at better than chance levels on the SOT. Some four-year-olds used mental rotation. However, Rotators did not perform the SCT better or more quickly than did Non-Rotators, suggesting that mental rotation was not essential to this task. (KDFB)

ED 405 092 PS 025 028

Halford, Graeme S.
Relational Knowledge in Higher Cognitive Processes.
PUB DATE- Aug 96
NOTE- 17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Associative Learning; *Children; Classification; *Cognitive Processes; Cognitive Structures; Deduction; Foreign

such teaming in inclusive settings. (KDFB)

ED 405 109		PS 025 061

Kingson, Joan Fernbach; And Others
Implementing Play in Hospitals: Values and Viewpoints.
PUB DATE- 96
NOTE- 19p.; In: Playing for Keeps: Supporting Children's Play. Topics in Early Childhood Education, Volume 2; see PS 025 050.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Health; *Childhood Needs; Coping; *Hospitalized Children; Hospitals; Medical Services; *Play; Play Therapy; Pretend Play; Stress Management; *Young Children
IDENTIFIERS- Child Life Specialists; Family Support

A panel of four child life specialists debated one another regarding the best approaches to structuring and supporting child life play practice within the changing health care system. Question 1 was, "What is the most appropriate role of senior child life staff?" The traditional playroom-based focus provides an opportunity for experienced staff to establish rapport, assess children's understanding of hospitalization or illness, identify preferred coping methods, and observe social skills interactions in a non-threatening setting. Because of changes in the health care delivery system, more severely ill children are served in the hospital setting and therefore, the most important role of the child life specialist is to facilitate children's mastery of health care encounters, primarily through focused interactions with children and families which may be translated directly into improved patient care and patient satisfaction. Playroom management should be delegated to less trained staff and volunteers. Question 2 was, "Should the Child Life Specialist's role in play be non-directive or directive?" Non-directed play provides an opportunity for children to work through feelings that they identify and are prepared to handle, rather than having adults imposing specific themes based on what they think is relevant. However, because changes in the health care setting have resulted in a loss of long-term patient contact, only through guided play can the specialist enable psychological preparation and "working-through" play. These extreme philosophical and practical positions have implications for training students in child life practice. (KDFB)

ED 405 110		PS 025 062

Holmes, Maggie; And Others
Promising Partnerships: How To Develop Successful Partnerships in Your Community.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Community Involvement; *Cooperative Programs; Day Care; Employment; Family Programs;

and values, organizational practices, and recommendations for public schools, such as stressing parent involvement, and organizing large schools into small, multiage units. Contains numerous references. (HTH)

ED 405 127 PS 025 134

Narayanan, Rama
At What Cost? Women's Multiple Roles and the Management of Breastfeeding. Research Report No. 2.
PUB DATE- Jan 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Breastfeeding; Cultural Influences; Employed Parents; *Family Work Relationship; Females; Foreign Countries; *Infants; Mothers; One Parent Family; Parent Child Relationship; Parent Role; *Social Support Groups
IDENTIFIERS- India

This study examined the relationship between Indian women's work and breastfeeding, focusing on the constraints imposed by combining work with breastfeeding, the strategies women used, and the support they received. A non-probability convenience sample of 969 mothers of infants 1 year or younger (34 percent from rural areas) was used. Four areas of work were considered: household, child care, unpaid family labor, and paid economic work. Data were collected through personal interviews. Findings suggest that although it appears that breastfeeding is widely and successfully practiced--women cope well with the challenge of multiple roles and use a combination of strategies in breastfeeding--doing so exacts hidden social cost from women and their families. A majority of the women indicated that they needed help in doing household tasks. The growing trend toward nuclear families in India will require men to share the household task burden and will lead to conflict with the widespread social perception of gender roles. Women postponed resumption of paid work in order to breastfeed, with a negative impact on lower socioeconomic groups evidenced by reduced food intake and increased borrowing. Insufficient leave options often forced women to go on leave without pay, leading to financial losses. Constraints on exclusive breastfeeding were found in the lack of adequate support to mothers in performing multiple roles, especially for those doing paid work. (Appendices list the occupations for the women in the study and breastfeeding practices. Contains 23 references.) (KDFB)

ED 405 128 PS 025 139

How Can I Assess the Development of My Preschooler?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.; This brochure is based on the 1994 ERIC-EECE Digest, "Assessing the Development of Preschoolers" written by Lilian G. Katz; see ED 372 875.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Patterns; Child Behavior; *Child

Old-Time New Middle Class" (Ezra Vogel); (12) "Renewing the New Middle Class: Japan's Next Families" (Merry White); (13) "Cross-National Research on Child Development: The Hess-Azuma Collaboration in Retrospect" (Hiroshi Azuma); (14) "Maternal and Cultural Socialization for Schooling: Lessons Learned and Prospects Ahead" (Sandra Machida); (15) "The Transmission of Culturally Linked Behavior Systems through Maternal Behavior: Nature versus Nurture Revisited" (Nancy Shand); (16) "Longitudinal Research in a Cultural Context: Reflections, Prospects, Challenges" (Per Gjerde); and (17) "Conclusions: Looking Ahead" (David Shwalb and Barbara Shwalb). Each article contains references. (HTH)

ED 405 145   PS 025 204

Klugman, Edgar, Ed.
Play, Policy & Practice.
PUB DATE- 95
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Needs; Cognitive Development; Cultural Influences; Curriculum Development; *Dramatic Play; Early Childhood Education; *Educational Policy; Emotional Development; Environmental Influences; Individual Development; Mass Media Effects; Parent Role; *Play; *Pretend Play; Problem Solving; Program Descriptions; Social Change; Social Development; Teacher Education; Teacher Role; Young Children
IDENTIFIERS- Playground Design

In 1992, the U.S.-Israel Binational Science Foundation (BSF), in conjunction with Wheelock College (Boston), sponsored its second workshop on children's play, entitled "Play and Cognitive Ability: The Cultural Context." This volume reflects the presentations and discussions held at the workshop, offering perspectives on children's play that, taken together, provide a multidimensional picture of play and value of play in children's lives. The articles are divided into four sections: "Planning for Play: From the State Level to Classroom and Home," "Play and Teacher Education," "Children, Stress, and Play" and "Play and Policy." The articles are: (1) "Playing across the Curriculum and Culture: Strengthening Early Primary Education in California" (Patricia Monighan Nourot); (2) "Enhancing Children's Sociodramatic Play through Teacher Instruction: The Play Training Collaboration" (Karen VanderVen and others); (3) "Enabling Children's Play: The Teacher's Role" (Elizabeth Jones and Gretchen Reynolds); (4) "A Pilot Program for Involving Kindergarten Parents and Their Children's Sociodramatic Play" (Yael Gabrieli); (5) "Politics, Pretend Play, and Pedagogy in Early Childhood Preservice and Inservice Education" (Doris Fromberg); (6) "Adding the Play Dimension to Teacher Education: One Model" (Edgar Klugman); (7) "The Importance of Play in Human Development: A Head Start Training Model" (Ingrid Chalufour and Walter Drew); (8) "The Assessment of Dramatic and Sociodramatic Play: Goals, Tools, Criteria, and Conceptual Frameworks" (Leah Shefatya); (9) "Play in Wartime: The Case of Israeli Children under Missile Attack" (Naomi Bat-Zion); (10) "Documenting the Value of Play for Hospitalized Children: The Challenge in Playing the Game" (Richard Thompson); (11) "Universal Design of Playgrounds for All Children: New Ways to Play Together" (Kimberly Blakely and Mary Ann Lang); (12) "Media, Culture, and the Undermining of Play in the United States" (Diane Levin); (13) "Playing with Policy: A paper offers recommendations for service delivery models and for rethinking the objectives of immigrant social policy. At the most basic level, current social program planning and associated analyses of policy options fail to address important demographic and socioeconomic characteristics of California immigrants. One example is Proposition 187, in which state government overstated the cost of providing education to immigrant children by approximately $800 million per year. Increasingly, immigrants are blamed for the tax burden of inadequate social service programs that are rarely used by immigrants. Recommendations include developing social service programs that are proactive and tailored to the needs of the immigrant population; shifting from individual case management to multitiered community interventions; actively seeking input from communities when developing programs; formulating immigrant policy in multigenerational terms; and orienting social policy toward effecting fundamental changes in community, family, and individual circumstances. The remainder of the paper examines current provision and proposed changes in California's public health initiatives, welfare programs, K-12 education, housing and community development programs, and agribusiness. This paper concludes that successful social policy for immigrants should facilitate functional social integration, and that radical decentralization is the key to cost-effective relevant programs. (LP)

ED 405 162 RC 020 948

Fasko, Daniel, Jr.; And Others
How Would Teenagers Respond?: Rural Educator Estimates on Selected Core Value Statements.
PUB DATE- Nov 96
NOTE- 21p.; Survey questionnaire may not reproduce adequately. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Adolescents; Beliefs; Ethics; Intermediate Grades; Middle Schools; *National Surveys; Parent Child Relationship; Parent Influence; Peer Influence; Questionnaires; Rural Schools; Secondary Education; *Secondary School Teachers; Student Attitudes; *Teacher Attitudes; *Values; Values Education
IDENTIFIERS- Kentucky (Northeast)

This paper compares the responses of rural educators from northeastern Kentucky to those of a national sample of respondents completing Phi Delta Kappa's survey, "How Teenagers Respond." This survey aimed to determine what common values adults believe adolescents possess. Thirty-five administrators and teachers from middle schools and high schools in northeastern Kentucky completed the survey, which asked respondents to estimate how adolescents in their school would respond to various values questions. The majority of respondents from both samples were White married female teachers who lived and taught in small towns and rural areas. Respondents from the local sample reached consensus on predicting how teenagers would respond to 25 of 43 value statements, but were undecided on the remaining 18 statements. That is, on 25 of 43 statements at least 67 percent of respondents agreed on a predicted response. In comparison, the of the sample; (6) "The 'Attitude to Science' Clusters"; (7) "Responses by Attitudinal Clusters to the Knowledge Statements"; (8) "Responses by Attitudinal Clusters to the Bipolar Statements"; (9) "The Demographics of the Four 'Attitude to Science' Clusters"; (10) "Discussion" which contains a discussion of the answers to the knowledge statements; and (11) "Conclusions." (ZWH)

ED 405 180 SE 054 912

Hallowell, Anne, Ed.; And Others
Recycling Study Guide and The Fourth "R": An Action Booklet for Recycling in the Classroom and School and Nature's Recyclers: Activity Guide and K-3 Supplement to the Recycling Study Guide.
PUB DATE- 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Interdisciplinary Approach; Learning Activities; Natural Resources; *Recycling; *Solid Wastes; *Waste Disposal
IDENTIFIERS- Environmental Action; Packaging; Wisconsin

Educators and educational institutions are frequently called upon to address issues when behavioral changes are needed. Solid waste is no exception. These four study guides contain activities and resources intended to help instructors and students understand what solid waste is, where it comes from, why it's a problem, and what can be done about it. The "Recycling Study Guide" includes an overview of solid waste and recycling for grades 4-12, a glossary, 20 suggested activities (with sections on goals, subjects, grades, materials, and procedure), and a list of resource publications, audio-visual materials, and organizations. A K-3 supplement to the "Recycling Study Guide" includes activities, worksheets, and take-home materials for younger students. It does not repeat the background information, glossary, and resource listing found in the original guide. "Nature's Recyclers" is an activity guide (19 activities) for ages 6 to adult, intended to help teach about natural recycling, cycles in nature, and the important role people must play in recycling our natural resources. The "Fourth "R"" is a booklet of ideas designed to help classrooms and schools practice recycling, reducing, and reusing to reinforce positive behaviors for dealing with wastes. (LZ)

ED 405 181 SE 054 919

Eells, Jean Crim; And Others
Iowa's Clean Solid Waste Environmental Education Project (SWEEP).
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Learning Activities; *Learning Modules; Natural Resources; *Recycling; *Solid Wastes; *Waste Disposal; Wastes
IDENTIFIERS- Environmental Action; Iowa

The Iowa Clean SWEEP program is designed to provide educators, K-12, with a series of activities focusing upon critical concepts

"Overview of Procedures Used"; and (5) "Mean Proficiencies, Standard Deviations, and Percentiles for National Demographic Subpopulations". (JRH)

ED 405 201 SE 059 773

State-by-State Background Questionnaire Data Appendix: NAEP 1992 Mathematics Assessment, Grades 4 and 8.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 201p.; For companion reports, see ED 377 057 and ED 377 059.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Calculators; Computer Uses in Education; Educational Environment; Educational Strategies; Elementary Secondary Education; *Family Characteristics; *Grade 4; *Grade 8; *Mathematics Curriculum; *Mathematics Education; Student Attitudes; Tables (Data)
IDENTIFIERS- National Assessment of Educational Progress

This appendix of state-by-state results is designed as a companion reference to two National Assessment of Educational Progress (NAEP) reports containing national data from the 1992 mathematics assessment. It contains a selected set of state-by-state data tables that focus on the school and classroom contexts for learning mathematics in grades 4 and 8. Data tables are presented in the following sections: (1) Demographic Characteristics of Schools; (2) School Problems and Climate; (3) Students' Home Background; (4) Curricular Emphasis and Coursework in Mathematics; (5) Mathematics Teachers and Their Classes; (6) Classroom Instructional Approaches; (7) Calculators and Computers; and (8) Students' Perceptions of Mathematics. Some findings include: (1) the percentage of students reporting no absences during the month prior to the assessment increased and the percentage reporting 3 days or more absent, decrease in six states: Indiana, Iowa, Maryland, Minnesota, North Carolina, and Wisconsin; (2) in 10 states, there was a significant increase in the percentage of students who reported reading more than 10 pages daily, and in no state was there a decrease in this amount of daily reading for school; and (3) the overall trends in homework assigned at grade 8 showed a general shift from 15 to 30 minutes of homework typically assigned each day. (JRH)

ED 405 202 SE 059 774

Mullis, Ina V. S.; And Others
Mathematics Report Card for the Nation and the States, 1992. Executive Summary.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 38p.; For the complete report, see ED 360 190.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Mathematical Concepts; *Mathematics Achievement; *Mathematics Education; Minority Groups; Problem Solving; Tables (Data)
IDENTIFIERS- National Assessment of Educational Progress

This document presents the executive summary of the National

Resource Book=Araling Panlipunan Intro--Pakikisalamuha. Ang Patnubay Ng Guro At Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
NOTE- 200p.; For related documents in the series, see SO 022 127-135.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior; *Bilingual Education; Concept Formation; Cooperation; Curriculum Development; Early Childhood Education; Elementary School Curriculum; Filipino Americans; Independent Living; Individual Development; *Interdisciplinary Approach; *Interpersonal Communication; Kindergarten; Kindergarten Children; Preschool Children; *Social Studies; Tagalog; Teaching Guides; *Thematic Approach

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's effort to foster the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next and correlate to the major concepts of Identity, Needs, and Interaction. The Introductory level is designed for prekindergarten and kindergarten children. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1, entitled "Behavior," develops the conceptual statement "feelings affect behavior." Unit 2, "Independence and Cooperation," develops the theme "tasks can best be done through individual action, group action, or a combination of both." The third and final unit, "Communication," examines the conceptual statement "communication is necessary." The document includes an introduction, notes to the teacher, and a resource guide. (SG)

ED 405 223 SO 022 127

Social Studies Level One--Interaction. Teacher's Guide and Resource Book=Araling Panlipunan Unang Antas--Pakikisalamuha. Ang Patnubay Ng Guro At Hanguang Aklat.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 79
NOTE- 135p.; For related documents in the series, see SO 022 126-135.
LANGUAGE- English; Tagalog
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior; *Bilingual Education; Concept Formation; Cooperation; Curriculum Development; Elementary School Curriculum; Filipino Americans; Grade 1; Grade 2; Independent Living; *Individual Development; *Interdisciplinary Approach; *Interpersonal Communication; Primary Education; *Social Studies; Tagalog; Teaching Guides; *Thematic Approach

strategies included cooperative learning and leadership skills combined with one-on-one peer teaching in an art setting. Three evaluation instruments were employed to record the results of the strategies. These include three, 4-week interval teacher monthly observation checklists, student discipline office referral records, and a pre and post student attitudinal survey. Evaluation results indicated the target group dramatically improved in all areas, thus all program objectives were met. The results confirmed that an art mentorship program can benefit all students. Appendices provide copies of the teacher observation monthly checklist, student attitudinal survey, parent/guardian information letter, mentor log form, and mentor contract of commitment. (Author/DR)

ED 405 241 SO 025 973

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1988.
PUB DATE- 88
NOTE- 126p.; For other annual volumes, see ED 379 199, ED 390 797, ED 391 764-769, and SO 025 974-975 and SO 026 850.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; Art; *Art Education; Attitudes; *Childrens Art; Curriculum Design; *Discipline Based Art Education; Elementary Secondary Education; Measures (Individuals); Preschool Children; Specialists; Studio Art; Supervisors; Teaching Methods; Visual Arts; Visual Perception
IDENTIFIERS- Modern Art; Postmodernism

This publication presents manuscripts and research reports by graduate students. Accompanying papers from their mentors establish a context for the student papers. In this volume the works are organized by sponsoring university. Student papers presented are: (1) "A Naturalistic Study of Art Choices in a Preschool Setting" (Karen Thomas); (2) "Two Students View an Art Methods Course: A Case Study" (Tracy Wilson); (3) "A Comparative Analysis of Interpretive Strategies in Contemporary Art Theory and Its Implications to Discipline-Based Art Education" (Rosalie Politsky); (4) "Exhibitions of Children's Art: History, Ideology, and Economics" (Dianne Turner); (5) "An Endangered Species: Art Specialists in Elementary Schools" (Miri Fleming); (6) "The Practical Knowledge of a Fine Arts Supervisor in Educational Change: A Case Study" (Rita Irwin); (7) "The Influence of Instruction on Color/Form Classification Strategies and Longterm Memory: A Developmental Study" (Dennis Fehr); (8) "Traffic Jam: Curriculum as Dialogue, Recollection, and Reflection" (Patrick Fahey); (9) "Can We Speak Their Language? Toward an Understanding of Standardized Testing Techniques and Their Alternatives with an Examination of States' Approaches to Assessment of the Visual Art Student" (Sandra Finlayson); and (10) "The Transition from Modernism to Post-Modernism and Its Problematic Impact on Art Education Curriculum" (Ardeshir Kia). (MM)

ED 405 242 SO 025 974

Zurmuehlen, Marilyn, Ed.
Working Papers in Art Education, 1989-1990.
PUB DATE- 90
NOTE- 151p.; For other annual volumes, see ED 379 199, ED 390 797, ED 391 764-769, and SO 025 973-975 and SO 026 850.

Conference (Chicago, IL, October, 1991). Funding was provided by the Nathan Cummings Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art; Art Education; *Community; *Culture; Elementary Secondary Education; *Partnerships in Education; *Urban Schools

In describing the efforts and goals of a 1991 conference, this document presents guidelines for the development of collaborative relationships between schools, arts organizations, and funders. It is indicated that collaborations are necessary for meeting the cultural and educational needs of urban children. At a time when resources for both the arts and education are strained, collaboration offers a way to bolster both. In "Building Partnerships in the Arts" (Ted C. Fishman), the case for collaboration is made and essential points of agreement delineated. These are (1) a target population; (2) specific program activities; (3) objectives; (4) assessment by partners; (5) evaluation of effectiveness with target audience; and (6) establishment of a time-line. (MM)

ED 405 261 SO 026 835

Rowland, Elizabeth, Comp.; Molotsky, Leonard, Comp.
Resource of Creative and Inventive Activities! First Edition.
PUB DATE- 94
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Creative Activities; *Creative Development; *Creative Thinking; Critical Thinking; Decision Making; Elementary Secondary Education; Evaluation; Integrated Activities; *Problem Solving; Talent Identification; *Thinking Skills; Visualization
IDENTIFIERS- Model Building

This guide encourages a learning environment that allows for creativity. Creative theory, assessment, and talent identification information is given. Student activities are presented to encourage creative problem solving, dispel myths and misunderstandings about creativity, provide exercises in brainstorming, creative thinking, and making cross content connections. A section provides information on patents, trademarks, and copyrights. Reproducible student activity worksheets are included. (MM)

ED 405 262 SO 026 838

Gomez, Aurelia; Sullivan, Laura Temple
Folk Arts in the Home: New Mexican Straw Applique.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Design Crafts; Elementary Secondary Education; Folk Culture; Handicrafts;

education. Sources, arranged alphabetically by author, include books, journal articles, conference papers, periodicals, reports, curricula, essays, handbooks, standards, teaching guides, research studies, and bibliographies from 1931--October 1996. (CB)

ED 405 284 SO 027 472

McDonald, Heather
On Safari: Animals and Their Habitats. Grades 2/3. Tapestries for Learning Series.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Art Activities; Grade 2; Grade 3; *Habitats; *Interdisciplinary Approach; Map Skills; Physical Geography; Primary Education; Science Activities; *Social Studies; *Thematic Approach; Wildlife; Zoos

This thematic unit involves 2nd and 3rd grade students in an in-depth study of wild animals and their habitats. The interdisciplinary unit connects knowledge related to art, language arts, applied mathematics, social studies, and science. Students think about different types of animals from around the world and consider how they are alike and different, what their basic needs are, and what their natural environments are like. Students create realistic three-dimensional models of animal environments, select specific animals, conduct research to learn about their natural habitats, and pool information to create a class Animal Data Table and Safari Tour. Each of 31 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information, bibliography, and reproducible student sheets are provided. (MM)

ED 405 285 SO 027 473

Stewart, Kelly; Westley, Joan
The Little Red Hen: Bringing a Folktale to Life. Grades K-1. Tapestries for Learning Series.
PUB DATE- 96
NOTE- 99p.; Companion poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Art Activities; *Dramatics; Food; Grade 1; *Interdisciplinary Approach; Kindergarten; Language Arts; Primary Education; Science Activities; *Social Studies; *Theater Arts; *Thematic Approach
IDENTIFIERS- Chickens; Farms; Folktales

This thematic unit involves kindergarten and 1st grade students in the production of a theatrical performance based on the folktale, "The Little Red Hen." The interdisciplinary unit connects knowledge related to theater arts, art, language arts, music, applied mathematics, social studies, and science. Students visit a local theater and prepare their own performance by picking out props, designing costumes, painting scenery, deciding on characters, learning a song, and making invitations. In related activities, students learn about farm animals, investigate seeds, and make bread and butter. Each of 31 lesson activities includes a statement of purpose, a list of hierarchical structure (usually from the principal) to self-empowerment through professional growth and knowledge. A number of strategies for empowering teachers are examined, along with the results of several studies. The most frequently identified dimension of empowerment was decision making; others mentioned frequently were collegiality/collaboration, professional knowledge, self-efficacy, autonomy, and status of classroom teachers. Less frequently mentioned were authority, curriculum planning/design, impact/causal importance, leadership, mentoring, responsibility, and self esteem. Study findings suggest that to participate in school restructuring, teachers must pursue knowledge beyond that of subject content and pedagogy. Their professional knowledge must include a thorough grounding in both the philosophy and processes of the change model adopted by their school. (Contains 34 references.) (ND)

ED 405 305 SP 037 183

Stahlhut, Richard G.; Hawkes, Richard R.
An Examination of Reflective Thinking through a Study of Written Journals, Telecommunications, and Personal Conferences.
PUB DATE- Feb 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Washington, DC, February 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperating Teachers; Elementary Education; Higher Education; Interpersonal Communication; Observation; Practicum Supervision; Preservice Teacher Education; *Reflective Teaching; *Student Journals; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Supervision; *Telecommunications
IDENTIFIERS- *Reflection Process

The purposes of this study were to discover if a list of 14 common experiences would be part of the student teachers' reflective process during their two 8-week practicums, and to evaluate how different mediums (written journals, telecommunications, and personal observation/conferences) would impact the student teachers' reflection process. The participants, 20 elementary student teachers, were not given formal training or guidance related to the reflection process, but were simply told to reflect on issues and experiences that concerned them. The students were required to use each of the three mediums, selecting one as the primary medium for reflection. Analysis of the data revealed that individual student teachers tended to reflect on discipline/management issues, effective teaching practices, the success of lesson plans, relationships with faculty and students, and feelings of self worth and confidence. They tended to use journals for sharing everyday teaching events with cooperating teachers; observation sessions with professors to address administrative issues, overall performance assessment, or schoolwide issues; and telecommunications when they had a sense of urgency about a specific issue and needed to solve immediate problems. (ND)

ED 405 306 SP 037 184

Azin-Manley, Mariam; And Others
Staff Development Needs Assessment Survey.
PUB DATE- Oct 96
NOTE- 80p.; Developed by staff at the Region V Board of

assembling a portfolio; suggestions for the format and the selection of artifacts that represent teaching performance; and concrete examples for producing portfolios. The CD-ROM format was selected because it can hold a substantial amount of data, graphics, sound, and video, and is portable, durable, and inexpensive to reproduce. Evaluation of the CD-ROM project included an examination of the quality of the working portfolios produced by students in the pilot JUEP project. Conferences were held with selected students, clinical educators, and directing teachers to compile and review anecdotal records about their experiences with the CD-ROM and the portfolio development process. (Contains 10 references and a list of resources with internet addresses.)

ED 405 325 SP 037 206

Holt, Dennis; And Others
Integrating Preparation and Practice through a Technology-Based Approach to Portfolios for Professional Development Using IBM Technology.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College School Cooperation; *Computer Assisted Instruction; *Computer Literacy; Courseware; *Educational Technology; Elementary Education; Evaluation Methods; Faculty Development; Higher Education; Informal Assessment; Inservice Teacher Education; Partnerships in Education; Preservice Teacher Education; Student Evaluation; Student Teaching; *Teaching Methods
IDENTIFIERS- Duval County Public Schools FL; IBM Corporation; University of North Florida

Lone Star 2000 is a collaborative project among the Duval County Public Schools in Jacksonville (Florida), the College of Education and Human Services at the University of North Florida, and the International Business Machines (IBM) Corporation. Primary goals of the project include: making educational technologies available to K-8 students and educating these students using educational technologies and documenting their work through electronic portfolios; preparing elementary school and middle school preservice teachers in new approaches to teaching and learning with educational technologies; and strengthening the link between partner school participants. This paper details the process used to carry out the goals of the Lone Star 2000 project and the use of traditional and nontraditional assessment methods to evaluate progress toward the goals. Steps in the process are: (1) exposure to classroom, curriculum-based technologies; (2) training in the operation of IBM hardware and software; (3) application of technology use in the classroom; (4) integration of technology with existing classroom curriculum materials by the teaching intern; and (5) infusion of technology into classroom teaching and learning when the classroom teacher continues to incorporate technology into daily teaching and learning activities. (Contains 15 references.) (ND)

ED 405 326 SP 037 209

Tanner, David E.

Foreign Countries; *Integrated Activities; International Studies; Research Methodology; *Social Influences; Social Science Research; *Statistics
IDENTIFIERS- *United Nations

This report is one of a series of technical reports issued by the United Nations on integration and improvement of social, demographic, and related statistics and indicators. It notes that establishing detailed links between national accounts and balances and social statistics has proven to be unusually complex at the conceptual level. The applicability and usefulness in the social fields of internationally recommended concepts and classifications from economic statistics are explored, and the application of such concepts and classifications is discussed. Chapters I through IV deal with general questions of integrating economic and social statistics that are common to many fields of social concern. These include: (1) the general justification for integration; (2) the central importance of multipurpose classifications; (3) problems and possibilities for linkage between micro- and macro-data; and (4) technical issues involved in the use of statistics in social fields related to economic measurement. Chapters V through VII analyze practical problems of integration using actual available data as illustrations in the fields of health services, educational services, and housing and human settlements. Proposals for further work are summarized in Chapter VIII. (Contains five tables.) (SLD)

ED 405 344   TM 026 085

Newman, Carole; And Others
The Decker Family Development Center: Supportive Data of an Intervention Model for Multiple-Risk Families.
PUB DATE- Feb 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Annual Reports; *At Risk Persons; Cooperative Planning; Day Care; *Early Intervention; Empowerment; Family Programs; *Integrated Services; Models; Parent Education; Preschool Children; Preschool Education; Program Development; *Shared Resources and Services; Urban Areas
IDENTIFIERS- *Ohio; Stakeholders

The Decker Family Development Center in Barberton (Ohio) is a holistic "one-stop shop" that provides services to families who are at multiple risk. During its 5 years of operation, this center has developed a model that goes beyond cooperation into co-construction to empower stakeholders. This paper describes the center and its successes and discusses the collection of data on early intervention and family programming. The Center represents the cooperative effort of the city schools, the University of Akron, the local children's hospital, the Summit County Department of Human Services, and the Akron Summit Community Action Agency. Its "DISNI" model requires agencies to: (1) devoid themselves of organizational territory issues; (2) increase communication; (3) share authority and power; (4) negotiate goals and objectives; and (5) have an intense sense of shared ownership in the model that is publicly displayed. Decker currently serves about 325 parents and their 435 preschool children. More than 75% are single-parent families.

Schools; *Salaries; *School Personnel; State Departments of Education; Tables (Data); Teacher Certification
IDENTIFIERS- *Maryland

Information is presented about the salary schedules for teachers and administrators in the Maryland public schools in the 1996-97 school year. The tables include data about: (1) maximum salaries for 12-month professional positions; (2) salary range for 10-month teachers; (3) salary schedules for Maryland public school teachers with a Bachelor's degree and standard professional certificate; (4) salary schedules for Maryland public school teachers with a Master's degree; (5) salaries for 12-month principals; (6) salaries for vice/assistant principals; and (7) salaries for instructional supervisors. (SLD)

ED 405 364 TM 026 203

Staff Employed at School and Central Office Levels, Maryland Public Schools, 1995-96.
PUB DATE- Sep 96
NOTE- 47p.; For related documents, see TM 026 201-203.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Professional Personnel; Public Schools; School Districts; *School Personnel; Special Education; *State Departments of Education; Tables (Data)
IDENTIFIERS- *Maryland

The tables in this report were prepared from the annual staff report submitted by the 24 Maryland local education agencies (LEAs) to the Maryland State Department of Education. Each November, LEAs submit a report containing information about each staff member actively employed as of October 15 of that year. All positions, with the exception of temporary and hourly personnel, and contractual personnel with less than a school-year contract are included. The identification as instructional or noninstructional is determined by a combination of budget categories and position type classification. Instructional personnel are teachers, therapists, guidance counselors, school psychologists, principals, vice principals, school librarians, and teacher aides. Thirteen tables present information on all staff and on staff in regular and special education, administration, and other maintenance, transportation, food service, and community service positions. (SLD)

ED 405 365 TM 026 204

Koretz, Daniel M.; And Others
Perceived Effects of the Kentucky Instructional Results Information System (KIRIS).
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Educational Assessment; *Educational Change; Elementary Secondary Education; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Principals; Standards; *State Programs; Surveys; Teacher Attitudes; *Teachers; Testing Programs

Information Technology: A Road to the Future? To Promote Academic Justice and Excellence Series.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Curriculum Development; Distance Education; *Educational Technology; Electronic Mail; Higher Education; *Information Technology; Internet; Investment; Needs Assessment; *Technological Advancement; Telecommunications; Trend Analysis

This publication is intended to provide college faculty and staff with a guide to information technology issues in higher education. Mid-Way through the 1990s, higher education confronts the second phase of the information technology (IT) revolution, a shift in emphasis from the computer as a desktop tool to the computer as a communications gateway. Major academic benefits are expected from increasing use of IT in the areas of content, curriculum, and pedagogy. For the academic year 1994-95, more than half of all entering freshmen were already familiar with an academic use of computing; because of this, IT has become another selling point for institutions as they compete for students. A growing number of faculty report improvements in the quality and effectiveness of their teaching by using IT, but investment in necessary support service staff are not keeping up with investments in technology. Use of the Internet is growing rapidly but access and use are uneven across and within campuses. However, the promises that IT would greatly improve productivity have yet to be realized. Today, it is in the areas of word processing, e-mail, and online information that IT is most common on campus. Many institutions are applying IT to new distance learning efforts. Institutions must plan how this technology will be used and must integrate IT into existing frameworks and goals. (Contains 10 reference notes.) (JLS)

McCoy, Robert M., Comp.
Colleges and Universities: Faculty and Staff, 1995-96.
PUB DATE- Jul 96
NOTE- 42p.; For related documents, see HE 029 955-958. For previous edition, see ED 388 170.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Colleges; *Contract Salaries; *Fringe Benefits; Higher Education; Sex; State Surveys; Statistical Data; *Teacher Salaries; Tenure; Trend Analysis; Universities
IDENTIFIERS- *Pennsylvania

This report provides statistical information relating to the salaries, tenure, and fringe benefits for full-time (FT) instructional faculty and other personnel at Pennsylvania colleges and Universities. Tables and figures present the following data: (1) index of average salaries of FT instructional faculty employed on 9-month contracts for selected ranks vs. the consumer price index, 1987-88 through 1995-96; (2) average salaries of FT faculty for selected ranks by institutional control by selected years; (3) fringe benefit expenditures and percent of fringe benefit expenditures for FT faculty by selected years; (4) fringe benefit expenditures as a percentage of total salary expenditures of FT faculty by selected years; (5) average salaries of FT faculty for selected ranks, 1987-88 and 1995-96; (6) percentage change in average salaries of FT faculty for selected ranks, 1994-95 and 1995-96; (7) FT faculty with tenure and percent of FT faculty with tenure for selected ranks by sex by selected years; (8) number and percent of FT employees by race for selected years; and (9) average salaries of FT faculty, United States, Pennsylvania, and contiguous states, 1987-88 and 1994-95. Appendixes provide additional tables, a glossary, and source notes. (MDM)

*Public Colleges; School Holding Power; State Colleges; *State Universities; Technical Institutes; Trend Analysis
IDENTIFIERS- *South Carolina

The reports in this document assess the effectiveness of South Carolina's public postsecondary institutions for the 1995-96 academic year. Ten tables provide data as required by Act 255 on accreditation, graduation rates, percent change in enrollment, sources of undergraduate degrees, transfers, and professional examination rates. Summary reports from public research, four-year, and two-year institutions address other institutional effectiveness components, including: general education, majors or concentrations, professional graduate performance on licensing examinations, changes in academic programs, academic advising, entry level placement, student success in meeting admissions prerequisites, undergraduate retention and attrition, minority student and faculty equity, student athlete academic performance, student development procedures, library resources, administrative processes and performance, facilities, public service, and research. Reporting are the following institutions: The Citadel; Clemson University; Coastal Carolina University; College of Charleston; Francis Marion University; Lander University; Medical University of South Carolina; South Carolina State University; University of South Carolina at: Aiken, Beaufort, Columbia, Lancaster, Salkehatchie, Spartanburg, Sumter, and Union; and Winthrop University. Also included are reports from the following technical colleges: Aiken, Central Carolina, Chesterfield-Marlboro, Denmark, Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Orangeburg-Calhoun, Piedmont, Spartanburg, Lowcountry, Tri-County; Trident, Williamsburg, and York. An appendix contains revised mission statements. (CH) equipment to elementary schools in districts which have low property value. This report, the fourth in a series, summarizes the major findings of previous reports and provides updated information. As of September 1996, all but 25 of Ohio's 611 school districts had submitted a SchoolNet application and SchoolNet Plus funds had been distributed to 520 districts. Of applications submitted, only 30 had not yet been approved and were undergoing revisions. In general, districts' SchoolNet and SchoolNet Plus activities during the 1995-1996 school year involved planning, attempting to rearrange budgets or find additional funds for equipment, making building improvements, and professional development for staff. Over 100 people, including teachers, district and state administrators, and technology experts were interviewed on SchoolNet initiatives. In addition, 250 teachers and 250 principals in 500 randomly selected schools were surveyed, as well as 24 regional sites of the Ohio Education Computer Network and some of the school districts they serve. Funding recommendations are outlined and selected states' technology programs are discussed. A table depicting the groups making SchoolNet policy decisions prior to October 1996 is appended. (Author/AEF)

Education; Information Sources; Interviews; Models; Needs Assessment; *Relevance (Information Retrieval); *Research Methodology; *Selection; *User Needs (Information)
IDENTIFIERS- *Search Behavior

User's information needs and the tasks they face change over the stages of a research project. In previous research by Peiling Wang, a cognitive model of users' document selection behavior for their research projects was developed. This study looks at the general applicability of Wang's model to subsequent decision-making about items selected initially. Data is gathered from a sample of the same researchers on use patterns and reasons for use and citation of relevant items in the original set. The sample consists of 15 faculty and graduate student agricultural economists. Post decisional data related to criteria and decision rules were collected via interviews. The project identifies additional criteria participants used to decide to read or cite documents; finds that not all criteria used to select documents initially, as determined by the 1994 model, continue to be applied; and determines that the decision-making rules identified in the original model are generally applicable to subsequent decision points in the research process. In connection with citation behavior, it also expands Wang's original model by identifying the contributions of the cited documents and metalevel documentation concerns as decision-making factors. Appendices include materials related to clearance and consent; interview guidelines; coding schema; sample coded interview; and definitions of criteria. Fourteen figures and tables accompany the text. (Contains 50 references.) (Author)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; Curriculum Development; *Inplant Programs; Postsecondary Education; *Teaching Methods; Writing Apprehension; Writing Attitudes; *Writing Exercises; Writing Improvement; *Writing Skills; *Writing Strategies

One of a series of workplace education modules, this module includes activities and exercises for improving writing skills in the workplace. First, discussions of writing in the workplace are presented, highlighting tips for effective instruction, and of issues related to grading papers, including a sample evaluation form. Next, the assessment process in writing is described, including the use of pre/post writing samples, multiple drafts, portfolios, and grammar corrections; quotations from authors on the writing process are presented for use in stimulating thought and discussion; and the difficulty levels of module activities are defined (i.e., beginning, intermediate, and advanced). The bulk of the report then provides 44 activities in the following 7 topic areas: (1) overcoming anxieties; (2) understanding the purpose of writing; (3) understanding audience; (4) the POWER approach to writing: planning, organizing, writing, evaluating, and revising; (5) grammar; (6) writing for special purposes, including the use of comparison/contrast paragraphs and peer and self-evaluations; and (7) writing with computers. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials. (HAA)

The number of part-time faculty instructors at two-year colleges has grown steadily since the early 1960s, increasing from 38% in 1962 to 65% in 1993. Part-time faculty are employed in community colleges for four main reasons. First, they save an institution money in both salaries and benefits and are rarely promoted; second, the use of part-time faculty increases institutional flexibility in matching the demands of varying enrollments; third, they bring real-world experience; and fourth, part-time faculty themselves benefit because working part-time adds prestige and fulfillment to their lives and can lead to full-time employment. There are disadvantages, however, to employing part-time faculty. Critics argue that they harm full-time faculty by taking away full-time positions and extra pay for course overloads. Critics also claim that part-timers themselves suffer as a result of their overuse for the delivery of instruction. A third reported disadvantage is that the integrity of the two-year college teaching profession is severely undermined, although there is no consensus on how or even if it is undermined. Some research has found that part-time faculty do not incorporate new teaching methods and are less effective teachers than full-time faculty, while other studies have found no differences. Contains 20 references. (HAA) facilities, personnel, and finances at Florida's St. Petersburg Junior College (SPJC) as of fall 1996. Following an introduction and a list of SPJC Board of Trustees members, a history is provided of SPJC from its foundation in 1927 to the present and data are presented on Pinellas County demographics and high school graduate projections from 1980 to 2005. Statistics are then provided on the following aspects of student enrollment: (1) opening fall credit student headcounts, 1927-94; (2) SPJC graduates, 1929-94; (3) 1991-95 data on opening fall credit headcount by campus, gender, type of attendance, average load, residency, ethnicity, program, age, and class standing; (4) 1991-95 end-of-session fall credit headcount by campus, gender, attendance, program, ethnicity, and age; and (5) 1991-96 student registration. The next section provides data on annual unduplicated enrollment for credit/non-credit students, 1968-95, as well as 1991-96 data on enrollment compared to completers by gender and ethnicity; annual unduplicated enrollment by program; graduates by program; and non-credit enrollment. Indicators of effectiveness are then presented for the past 5 years, including transfers, assessment test pass rates, health exam pass rates, and student placement. The final sections present data on SPJC facilities, including site acreage and acquisition dates; personnel, including employees by gender and ethnicity; and finances, including distribution of revenues and expenses. Appendixes provide an inventory of programs, a table of 1993-94 employers of graduates by program, an accreditation schedule, and a description of special programs. (HAA) education, curriculum, staff development, and community collaboration and participation. The major outcome question asked in the evaluation was: Did the program attain the 26 objectives it set out to accomplish? The Prekindergarten Saginaw Objective Referenced Test was used to measure product outcomes on 13 program objectives dealing with cognitive and psychomotor skills. The Affective Rating Scale was used to measure the 7 affective objectives. Parents as Partners Monthly Logs were used to measure outcomes on the three parent participation/education objectives. Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to the curriculum, community collaboration/participation, and staff development components of the program. Evaluation data indicated that in its seventh year of operation, the program was quite successful, with 25 of 26 objectives attained. (Recommendations for program improvement are offered. Ten appendices provide related material, including specific program objectives, the PK-SORT, and statistics broken down by building.) (AA)

Countries; Fractions; Planning; Ratios (Mathematics); *Schemata (Cognition); Thinking Skills
IDENTIFIERS- Analogies; Class Inclusion; Neural Net Models; *Relational Concepts; *Relational Learning; Transitivity

Explicit representation of relations plays some role in virtually all higher cognitive processes, but relational knowledge has seldom been investigated systematically. This paper considers how relational knowledge is involved in some tasks that have been important to cognitive development, including transitivity, the balance scale, classification hierarchies, and deductive reasoning. It is proposed that important properties of these tasks are due to the fact that they entail processing relations. The nature of relational knowledge, its implementation in neural nets, and its role in higher cognition are examined. The paper outlines the properties of relational knowledge and distinguishes it from more primitive processes such as traditional associationism. Relational knowledge is described as flexible, explicit, and can be organized into complex structures such as lists, trees, and propositional networks. Relational knowledge is central to mechanisms that are basic to human reasoning, such as analogy and planning. The properties of relational knowledge are obtained at the cost of higher processing loads. Empirical criteria for relational knowledge are also indicated. (Author/KDFB)

Health Services; Integrated Services; Mental Health; Nutrition; Parent Participation; *Partnerships in Education; Preschool Education; Private Sector; Program Improvement; Special Education

IDENTIFIERS- Family Support; *Project Head Start; *Public Private Partnership Programs

Increasing needs of families have prompted Head Start organizations to build partnerships with businesses, schools, and health care agencies to better serve their clients. This report examines the efficacy of such partnerships and provides guidance for developing similar collaborations. The first chapter of the report explains why Head Start is so well-suited to partnerships, noting that because of its mission to provide comprehensive services, Head Start has always taken a collaborative approach. This chapter also notes recommendations for organizations considering partnerships with Head Start, such as learning about Head Start's decision-making structure, its components, its service delivery methods, and its staff and parents. The second chapter presents profiles of 12 successful partnerships with a variety of service organizations in communities across the country. The partnerships described highlight many critical concerns of Head Start children and families, including child care; adult education, training, and job placement; health and mental health services; nutrition services; partnerships with private businesses; male involvement in Head Start programs; and family support. The third chapter of the report identifies emergent partnerships that indicate promising results. These partnerships have been in service for less than 3 years, but are recognized as exemplary in the areas of employment and education, early intervention, mental health, and family support for incarcerated females. The fourth chapter provides practical advice for creating successful partnerships. Critical steps are outlined for beginning and maintaining partnerships, such as evaluating potential partners, identifying short- and long-term goals, creating an agreement, and evaluating the program. The report's concluding section notes some characteristics common to all the diverse partnerships profiled. Appendices contain a glossary, an information form querying about partnership efforts, and a National Head Start Association membership response form. (AS)

Development; Developmental Stages; Evaluation Criteria; *Individual Development; Intervention; Parent Materials; *Preschool Children; Preschool Education
IDENTIFIERS- *Developmental Assessment

It is only natural for parents to wonder occasionally if the development of their preschool child is going well. Noting that psychologists have developed many normative scales to indicate how an individual child compares with others of the same age in similar populations, this parent brochure provides guidance for evaluating a child's behavior and achievements and for assessing what aspects of the child's development need special encouragement, support, or intervention. Topics covered in the brochure are: what categories of behavior to assess--including eating, sleeping, and playing--and when to intervene. Sources for additional information are included. (HTH)

ED 405 129 PS 025 140

What Should Parents Know about Full-Day Kindergarten?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.; This brochure is based on the 1995 ERIC-EECE Digest, "Full-Day Kindergarten Programs," written by Dianne Rothenberg; see ED 382 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Research; Educational Trends; Enrollment Trends; *Full Day Half Day Schedules; Instructional Effectiveness; *Kindergarten; Parent Materials; Primary Education
IDENTIFIERS- *Program Characteristics

Noting that changes in American society and in education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs, this brochure discusses the trend toward full-day kindergarten and provides an overview of full-day versus half-day programs. Topics covered include: why the full-day trend, what the research shows, and what makes a full-day program effective. Sources for additional information are included. (HTH)

Serious Undertaking" (Carol Seefeldt); and (14) "Taking the High Road toward a Definition of Play" (Edgar Klugman and Lyn Fasoli). An epilogue notes that it is still our task to refine and focus our thinking about play and to build momentum for the strategic placement of play at the center of curricular planning for young children. Each article contains references. (HTH)

ED 405 146   RC 020 827

Hertel, Catherine Ann
Opinions toward Migrant Education.
PUB DATE- Jul 96
NOTE- 142p.; Educational Specialist Practicum, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Educational Attitudes; Elementary Secondary Education; *Migrant Education; *Parent Attitudes; Parent Participation; *Parent School Relationship; Program Evaluation; Surveys; *Teacher Attitudes
IDENTIFIERS- *Hays Unified School District KS

A survey of 34 migrant parents and 136 regular classroom teachers in a Kansas school district investigated opinions toward migrant education. Following an extensive literature review focusing on the importance of parent involvement in migrant education, the community of Hays (Kansas) and the Hays Unified School District are described, and the development of the 44-item Attitude toward Migrant Education Questionnaire is outlined. Among respondents, teachers had more favorable opinions of migrant education than did migrant parents. Among teachers, more positive attitudes were associated with greater teaching experience and with not having migrant students in class. The results suggest that: (1) teachers of migrant students need special preparation in migrant education; (2) migrant parents need to know more about migrant education; (3) the unified school district should meet the needs of the regular classroom teachers who have migrant students in class; and (4) district personnel need more information about migrant education and migrant students. Contains 19 references, data tables and figures, and the survey questionnaire. (TD) national sample of educators reached consensus on 29 of 43 statements, but were undecided on adolescents' responses to 14 statements. Despite the large disparity in sample sizes (35 and 2,163), the relative percentage of educators predicting how teenagers would respond on each statement were similar. In general, rural Kentucky educators believed that teens subscribe to democratic ideals over authoritarianism, are susceptible to peer pressure, yearn for parental understanding, feel that their generation faces tough situations, and are unclear about what values their parents hold or the role honesty should play in real life situations. Implications for practice and future research are addressed. Includes survey questionnaire and data tables. (LP) related to Iowa's solid waste problem. This activity packet contains 19 activities for grades K-6, and 25 activities for grades 7-12. Key concepts addressed throughout the activity packet include: (1) an overview, the finiteness of natural resources, and waste generation; (2) current waste disposal practices and volume reduction; (3) landfill problems and recycling; (4) methods of reusing, reducing, and recycling for waste management; and (5) waste costs and personal commitments. Each activity includes a "My Little Bit" and a "We Can Make a Difference" section designed to initiate personal commitment. Additional activity sections are objectives, activity in brief, materials, grade level, subjects, time, group size, skills, vocabulary, concepts, procedure, discussion questions, extension, evaluation, and background. An appendix provides a conceptual framework, additional activity suggestions, background information on common packaging materials and solid wastes, general information on landfills, recycling resources, a poem, and a glossary. (LZ)

Assessment of Educational Progress (NAEP) 1992 mathematics assessment. It included nearly 250,000 fourth, eighth, and twelfth grade students attending approximately 10,000 schools across the United States. The results from the assessment indicate that student performance is improving nationally and in some states, but a considerable challenge remains. Proportions of students at the higher achievement levels continue to be low, particularly for those subpopulations of students historically considered to be "at risk." Major findings include: (1) for the United States there were statistically significant increases in average mathematics proficiency between 1990 and 1992 for fourth, eighth, and twelfth grade students; (2) just over 60% of the students in grades 4, 8, and 12 were estimated to be at or above the basic level on the assessment; (3) within and across participating states and territories there was considerable variation in performance; (4) the increases in mathematics proficiency between 1990 and 1992 did little to alter the relative standings of the demographic groups; and (5) a number of gains were noted for the United States as a whole, and the states in the mathematics content areas assessed. (JRH)

ED 405 203   SE 059 775

Giles, Thomas; And Others
Saint Vincent College Teacher Enhancement Institute Middle School Science and Mathematics Amusement Park Test.
PUB DATE- Aug 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation; Experiential Learning; Higher Education; Intermediate Grades; Junior High Schools; *Mathematical Concepts; Middle Schools; *Parks; *Scientific Concepts; *Tests

The Teacher Enhancement Institute (TEI) on the campus of Saint Vincent College in Latrobe, Pennsylvania involved a diverse group of teachers actively pursuing instructional improvement through workshops in thinking skills, content area, and group seminars. This test was prepared by a team of middle school science and mathematics teachers at the TEI and incorporates basic science and mathematical concepts into an amusement park setting. The test includes questions on the food and rides found at the amusement park. (JRH)

This Pilipino teacher's guide is part of Berkeley, California Unified School District Asian American Bilingual Center's interest in fostering the total growth of the child. To facilitate that growth, the Center has selected an interdisciplinary approach to curriculum development. Social studies themes and concepts provide the framework within which all the subject areas, including mathematics, reading and language arts, fine arts, and science, are organized. The four social studies themes are child, family, community, and natural environment. The themes reappear and expand through the curriculum from one text to the next. Level One is designed for children in grades one and two. Each level develops one or more aspects of a theme as the child moves from simple to complex ideas and from understanding of self to understanding of society. Unit 1 of the document, entitled "Behavior," develops the conceptual statement "people's actions are based on thinking or feeling." Unit 2, "Independence and Cooperation," develops the theme "people act independently or cooperatively." The third and final unit, "Communication," examines the conceptual statement "communication is the expression of thoughts and feelings." The document includes an introduction, notes to the teacher, and a resource guide. (SG)

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetic Values; Art; Art Criticism; *Art Education; Attitudes; *Childrens Art; Creativity; Curriculum Design; Deafness; *Discipline Based Art Education; Educational History; Elementary Secondary Education; Feminism; Measures (Individuals); Popular Culture; Preschool Children; Studio Art; Teaching Methods; Visual Arts; Visual Perception
IDENTIFIERS- Maya (People); Missouri; Ohio; Weaving

This publication presents manuscripts and research reports by graduate students. Accompanying papers from their mentors establish a context for the student papers. In this double volume the works are organized by sponsoring university. Student papers presented are: (1) "Looking, Talking, and Experiencing Art with Preschoolers" (Shari Stoddard); (2) "Feminist Art Criticism: Issues in Feminist Criticism Written about the Work of May Stevens" (Elizabeth Garber); (3) "In What Ways Can Objects of Utility Be Considered as Appropriate Study for Art Education? An Inquiry Grounded in British and American Contexts, 1832-1988" (Paul Sproll); (4) "Artist, Teacher, Scholar, Organizational Leader, Administrator, Collector: Art Educators' Beliefs about Roles and Status" (Thomas Ritenbaugh); (5) "The Influence of Structural Dimensions on Similarity /Dissimilarity Judgement when Categorizing Paintings: A Developmental Study Proposal" (John Hughley); (6) "Popular Culture, Art Making and the Case of G.I. Joe" (Patrick Fahey); (7) "Verna M. Wulfekammer and the University of Missouri: References in the History of Art Education" (Paula McNeil); (8) "Effects of Differential Instruction Upon the Creative Response of Deaf Students" (Carolyn Kampe); (9) "Toward Development of a Visual Arts Diagnostic Achievement Test: Issues and Concerns" (Robert Sabol); (10) "A Qualitative Exploration of Discipline-Based Art Education and the Ohio Partnership" (Jill Reiling Markey); (11) "Aesthetic Experience: Is It Viable in Contemporary Art Education?" (Anne Wolcott); (12) "Huipiles, Maya Womens' Weaving: A Dance with Time, a Salute to Peace, the Fabric of the Artist's Life" (Julia Kellman); (13) "An Assessment by Beginning Missouri Art Teachers of Their Beginning Teacher Assistance Programs" (Bonnie Black); (14) "A Presentation of the Methodology Used in an Exploratory Study for the Purpose of Generating Hypotheses Regarding the Relationships between an Individual's Daily Life and Aesthetics" (Catherine Ballard); and (11) "Kenneth Burke's Dramatist Pentad as an Alternative Approach to Art Criticism in the Classroom" (Gayle Weitz). (MM)

*Hispanic American Culture
IDENTIFIERS- *Applique; *New Mexico

In the 16th century the Spanish introduced marquetry techniques to the New World. The term "marquetry" applies to two different types of surface decoration: inlay and veneer; straw applique as it is practiced in New Mexico combines both techniques.) The introduction of marquetry dovetailed with the pre-Hispanic Aztec tradition of decorating surfaces with feather and shell mosaics. By the late 18th and 19th century straw and corn husks were used against dark colored wood to create a high contrast that imitated gold leaf. Twentieth century straw applique designs are both abstract and figurative and appear on crosses, candles, sconces, nichos, wall plaques, boxes, and chests. This lesson plan, "Making a Straw Applique Design," includes objectives, vocabulary terms in English and Spanish, materials, motivation, procedure, evaluation, and extensions and connections. Contains three references and names, addresses and phone numbers for three New Mexican community resource contact persons. (MM)

ED 405 263 SO 026 839

Gomez, Aurelia; Sullivan, Laura Temple
Folk Arts in the Home: New Mexican Tinwork.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Design Crafts; Elementary Secondary Education; Folk Culture; Handicrafts; *Hispanic American Culture; Metal Working
IDENTIFIERS- *New Mexico

New Mexican tinwork is a folk art tradition that developed out of Mexican and European silver work. Due to a lack of silver in New Mexico, tin became the material of choice. Rooted in European Hispanic traditions, this contemporary craft is yet another example of the resourceful ingenuity and adaptation that characterizes many New Mexican folk arts. This lesson plan, "Making a Tin Frame," includes objectives, vocabulary terms in English and Spanish, materials, motivation, procedure, evaluation, and extensions and connections. Contains nine references and the names, addresses, and phone numbers for eight tin artists. (MM) needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information, a bibliography, and reproducible student sheets are provided. (MM)

ED 405 286 SO 027 474

Kinghorn, Harriet; Lewis-Spicer, Lisa
Classic to Contemporary: Famous Artists and Activities. A Teacher's Guide Featuring 19 Famous Artists' Biographies and Enrichment/Research Activities.
PUB DATE- 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; Art Appreciation; Art Criticism; *Art Education; *Art History; *Artists; Biographies; Elementary Secondary Education; Fine Arts; Instructional Materials; Visual Arts

By studying the lives, important achievements, and works of famous artists, students may come to understand what those artists hoped to communicate to the world. By participating in art activities that are related to these artists' styles, students practice skills of observing, analyzing, and creating. This instructional guide provides biographical information about 19 artists, followed by a corresponding art activity, and an evaluation sheet requiring critical response. Artists introduced include: Rosa Bonheur, Margaret Bourke-White, Leonardo Da Vinci, Paul Gauguin, Francisco Goya, Katsushika Hokusai, Edward Hopper, Paul Klee, Michaelangelo, Louise Nevelson, Pablo Picasso, Raphael, Frederic Remington, Pierre-Auguste Renoir, Diego Rivera, Norman Rockwell, Henri Rousseau, Rachel Ruysch, and Toulouse-Lautrec. Student project report forms, extension activities, a glossary, and a bibliography conclude the guide. (MM)

Cooperative Services, Center for School Improvement.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Inservice Teacher Education; *Needs Assessment; Participative Decision Making; Principals; School Personnel; *Staff Development; Surveys; *Teacher Administrator Relationship; *Teacher Attitudes; Teachers
IDENTIFIERS- *Wyoming

The Staff Development Needs Assessment Survey was sent to all teachers, pupil services personnel, and administrators in Wyoming school districts. Of these, 1501 surveys from teachers and pupil services personnel (23 percent) and 138 administrator surveys (35 percent) were returned. The needs assessment was designed to address: (1) current staff development activity; (2) planning for staff development; (3) quality of staff development; and (4) amount of affective and budgetary support. The results of the study revealed several important points. First, Wyoming educators typically described staff development as a group inservice activity, and indicated that participation in ongoing job embedded staff development activities remained relatively infrequent. Second, there was a disparity in perceptions between administrators and their staffs regarding decisions about staff development and levels of staff participation in making staff development decisions; administrators were more likely to report teachers' involvement in all aspects of staff development than were teachers themselves. Further findings revealed a critical lack of attention and resources dedicated to support of staff development. Finally, study findings indicated that when staff is involved in planning staff development they tend to be more satisfied with it, support it more, and use it in their classrooms. (ND)

The Long (Suit) and the Short (Comings) of Authentic Assessment.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Content Validity; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Interrater Reliability; Measurement Techniques; *Performance Based Assessment; Self Evaluation (Individuals); *Student Evaluation; Testing
IDENTIFIERS- *Authentic Assessment; Performance Indicators

During a period when the reform-minded are very critical of the degree to which testing is actually related to the conditions for which data are employed, authentic assessment offers the opportunity to evaluate learning in settings closely related to the real world. It also allows the evaluator to tailor assessment conditions for individual learners and circumstances. However, it also poses a number of problems. Judgment reliability, or what was conventionally termed inter-rater reliability, may be a problem and, to the degree that assessment tasks are tailored to individual learners, content validity may also be problematic. To be authentic, the assessment system must include criterion-based standards, provide multiple indicators of performance quality, and reflect judgment reliability. (Contains 11 references.) (Author/ND)

Services include day care, child development interventions, parent education programs, and various social services. There are many opportunities to collect data on the efficacy of early intervention and family support programs. While the data collected is not exhaustive, it provides the basis for demonstrating the efficacy of investing in children from birth. The Decker model shows communities that they can intervene with at-risk children in their early years. An example of annual report organization is attached as a model for program planners. (Contains three tables and three figures.) (SLD)

ED 405 345 TM 026 094

Instructions for Administering the Practice Test for the Ohio Ninth-Grade Proficiency Tests.
PUB DATE- 96
NOTE- 40p.; For a practice test, see ED 403 324.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement Tests; Citizenship Education; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Mathematics Tests; Multiple Choice Tests; Reading Tests; Science Tests; Scoring; *Testing; Test Items; Writing Tests
IDENTIFIERS- Instructions; *Ohio Ninth Grade Proficiency Test; *Practice Tests

A practice test has been prepared to give students experience with test items that are similar to those on the Ohio Ninth-grade Proficiency Tests. The practice test consists of one writing prompt, 20 reading questions, 20 mathematics questions, 25 citizenship questions, and 20 science questions. This manual contains instructions to the teacher, as well as oral directions to be read aloud to the students. The information to be read aloud to students is indented and printed in uppercase letters; instructions to the teacher are in mixed case with regular margins. Directions are organized according to the sequence of the sections in the practice test booklet, but can be used even if the practice test is given in another sequence. The directions are similar, but not identical, to the directions in the actual proficiency tests. In addition to the directions for each section of the practice tests, the manual contains an answer key for the multiple choice sections, a rubric for scoring writing, and a discussion of the relationships to outcomes and subscales for the practice test items. (SLD)

IDENTIFIERS- High Stakes Tests; Impact Evaluation; *Kentucky Instructional Results Information System; *Reform Efforts

In 1994, as part of an ongoing study of the quality and effects of large-scale educational assessments, RAND began a series of studies of Kentucky's assessment, the Kentucky Instructional Results Information System (KIRIS). KIRIS is a cornerstone of Kentucky's education reform program. It exemplifies several key themes of current assessment-based reform in that it relies largely on performance assessment, measures student achievement against standards for expected performance, and is a high-stakes assessment with consequences for educators and schools. This report presents the results of part of the RAND effort, its surveys of random representative samples of fourth-gradee teachers, eighth-grade mathematics teachers, and fourth- and eighth-grade principals across Kentucky. These educators responded about their views of the program, the changes they had made in instruction, assessment, and school management in response to the program, the methods they used to prepare students for KIRIS, and their implementation of classroom-based portfolio assessment. Interviews were completed with 115 principals and 216 teachers, and mail surveys were collected from 209 teachers. Results show that teachers and principals are generally rather positive about the program, although many have reservations, and most agree that the program has caused stress. Teachers were about evenly divided over a fundamental tenet of the program: that all students can learn to a high level. Educators voiced positive and negative views of the KIRIS, but they acknowledged its impact. (Contains 20 tables and 20 references.) (SLD)

ED 405 366 TM 026 206

Wilson, Vicki
Scholars, Active Learners, and Social Butterflies: Preferred Learning Styles of High School Biology I Students.
PUB DATE- Nov 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Analysis of Variance; Auditory Perception; Biology; Black Students; *Cognitive Style; Group Instruction; High Schools; *High School Students; Independent Study; Kinesthetic Perception; *Learning Modalities; Oral Language; *Personality Traits; Racial Differences; Sex Differences; *Student Attitudes; Visual Perception; White Students; Written Language
IDENTIFIERS- Learning Styles Inventory; *Preference Patterns

Biology I students (n=166) in a high school in southern Mississippi completed the Learning Styles Inventory, a 45-item instrument designed to measure preference for channel of learning (visual, auditory, or kinesthetic), sociological environment (individually or in groups), and mode of expression (oral or written). A three-way analysis of variance was used to examine learning style preferences based on sex, race, and level of course (regular or honors). Students in the honors classes were significantly different from students in regular classes in preference for learning through visual language and for reporting their knowledge through oral expression. African-American females were significantly lower in preference for kinesthetic or active learning than were the other groups. There was a three-way interaction among sex, race, and level for written expression, with African American females and white males in honors classes showing higher preference for written expression than those in regular classes. There was no difference in preference for written expression between African American males and white females in honors and those in regular classes. A cluster analysis was used to describe three groups whose learning styles preferences can be addressed in the biology classroom: (1) the "scholars," who prefer learning through visual language, working individually, and showing what they have learned through written expression (21%); (2) the "active learners," who prefer learning through listening, engaging in active learning, and reporting what they have learned through oral expression (44%); and (3) "social butterflies," who show no preference other than working in groups (35%). (Contains 9 tables and 12 references.) (Author/SLD)

ED 405 367 TM 026 208

Richichi, Rudolph V.
An Analysis of Test Bank Multiple-Choice Items Using Item Response Theory.
PUB DATE- 96
NOTE- 31p.; Page 12 not produced properly and some words are missing, and graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical

ED 405 386 UD 029 487

Northrop, Daphne; Hamrick, Kim
Weapons and Minority Youth Violence.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Dec 90
NOTE- 36p.; Background paper presented at the Forum on Youth Violence in Minority Communities (Atlanta, GA, December 10-12, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavior Change; Community Role; *Crime Prevention; *Disadvantaged Youth; Elementary Secondary Education; *Intervention; Legislation; *Minority Group Children; Policy Formation; *Prevention; Public Schools; Safety Education; Social Problems; Student Behavior; *Violence; Youth Programs
IDENTIFIERS- Firearms; Gun Control; *Weapons

Weapons violence is a major public health problem that especially impacts minority youth. Interventions designed to reduce weapon use by youth are categorized as educational/behavioral change, legal, and technological/environmental. Few educational programs currently exist, but those that do largely concern firearm safety courses, public information campaigns, counseling, classroom education, peer education and mentoring, and crisis intervention. Given that legal and technological countermeasures have difficulty in controlling weapons violence, education seems a critical first step toward a comprehensive approach to preventing weapons-related violence. Potential educational interventions include educating students and their communities about the dangers inherent in carrying or possessing firearms. Potential legal interventions include firearm legislation assessment, taxation, stricter licensing and registration policies, and bans on selected types of firearms. Potential technological/environment interventions include designing safer weapons, eliminating ammunition types, and modifying the adverse environment in which weapons are used or carried. A combination of strategies should be used, but before interventions are discussed, professionals must address the inadequacy of current information on which to base firearm policy, ethical and philosophical issues involving metal detector use, and the community's role. The appendix contains a list of 16 associations to contact for additional information. (GLR)

ED 405 387 UD 029 543

Houghton, Mary J.
College Admission Standards and School Reform: Toward a Partnership in Education.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Admission Criteria; College Admission; *College School Cooperation; Communication (Thought Transfer); *Educational Change; Educational Objectives; *Government Role; Higher

ED 405 406 UD 031 559

Fenwick, Leslie T.
A History of the Constructs IQ and Race: Putting "The Bell Curve" in Perspective.
PUB DATE- Feb 95
NOTE- 19p.; Paper presented at the Annual Book Review (9th, Tuscaloosa, AL, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ers in decisions that affect ch families; and (6) Collaborating with Community--Community reso,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Child Development; Cognitive Ability; *Educational History; Equal Education; Equal Opportunities (Jobs); *Ethnic Groups; Genetics; *Intelligence; Intelligence Quotient; Intelligence Tests; Nature Nurture Controversy; *Racial Differences; *Social Problems
IDENTIFIERS- African Americans; *Bell Curve (Herrnstein and Murray)

"The Bell Curve" by Richard Herrnstein and Charles E. Murray has created a great deal of controversy because of its assertion that the key to explaining inequality and social problems in the United States is stratification by a unitary entity called intelligence, or cognitive ability, as measured by the intelligence quotient (IQ). Their position is in line with the persistent and influential myth of black or African intellectual inferiority. It is asserted that the book is a rehashing of the scientific racism that has influenced American political and economic thought. The most difficult and intransigent of racialist attitudes in Western thought have been generated in the African-Anglo-American triangle. As social scientists, Herrnstein and Murray believe in the relationship between IQ and genes. They join those who still believe that certain groups of people are more intelligent than other groups of people based on ethnic/racial and social class affiliations. Research on the physical precocity and early cognitive development of black children has been ignored by Herrnstein, Murray, and their supporters. A list of resources, which includes studies of early child development, is presented to supply information to counter the myths and scientism of "The Bell Curve" and its advocates. (SLD)

ED 405 407 UD 031 560

Fenwick, Leslie T.
School Reform: Challenging the Race Orthodoxy.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; Cultural Images; *Educational Change; Elementary Secondary Education; *Ethnic Stereotypes; *High Risk Students; *Labeling (of Persons); *Racial Bias; Racial Discrimination; School Desegregation
IDENTIFIERS- African Americans

A pathological image of the African American has infiltrated U.S. education. With desegregation and the arrival of African American children in white America's schools has come the application of psychological and educational labels that create and constrain the educational experiences of the African descriptions of early childhood, elementary, and secondary education, and adult literacy programs. Discussions of the role of the media, resources and expenditures, international cooperation, and the challenges facing India are included. Part 3 considers the widening horizons of education for all in India with descriptions of specific programs that include education for the disabled and programs for street and working children. (Contains 45 figures and 37 tables.) (SLD)

ED 405 426   UD 031 584

Weiler, Jeanne
Project Return and Babygram Hospital Outreach, 1993-94.
PUB DATE- Sep 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Continuation Students; Counseling; Dropout Prevention; *Dropout Programs; Dropouts; *Early Parenthood; Program Evaluation; *Reentry Students; Secondary Education; Social Services; *Student Placement; Urban Schools; Urban Youth
IDENTIFIERS- Case Management; New York (New York); New York City Board of Education; *Project Return NY

Project Return, a dropout recovery program to assist pregnant and parenting teenagers and parents of elementary school children to return to school, was first implemented in 1989-90, and by 1993-94 had expanded to serve 19 sites in New York City. The Babygram Hospital Outreach program, an outgrowth of Project Return, operated in 12 hospitals and health facilities to target pregnant and parenting teenagers at risk of dropping out. Both components used a case management approach, allocating an educational case manager to each site to recruit and counsel participants, coordinate educational alternatives, make referrals and placements, and track program participants. Evaluators from the New York City Board of Education's Office of Educational Research (OER) collected data on 278 program participants and referrals made along with pretest and posttest data on self-esteem and parenting skills from a smaller sample of participants. In addition, OER conducted a longitudinal study of Babygram clients. Data indicated that case managers were successful in meeting the program goal of identifying parents needing services and in recruiting them into the program and placing them. The longitudinal study indicated that 59% of Babygram participants graduated or were still enrolled. Because of the lack of pretest and posttest matches, it was not possible to document program effects on self-esteem, but it appeared that program participation was associated with higher levels of self confidence and parenting knowledge. Recommendations are made for program improvement. Four appendixes contain tables of data about dropouts and program referrals. (Contains 16 tables and 4 appendix tables.) (SLD)

ED 405 427   UD 031 585

Project Return: Community Education Initiative and Babygram Hospital Outreach, 1991-92.
PUB DATE- 7 Jul 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Continuation Students; Counseling;

Evaluation; Reading; *Spanish Speaking; Urban Schools; Urban Youth; Writing (Composition)
IDENTIFIERS- *Houston Independent School District TX

To evaluate the implementation of the Bilingual Education and English as a Second Language (ESL) programs, the Houston Independent School District (Texas) studied the participation and academic achievement of limited English proficient (LEP) students who participated in these programs in the 1995-96 school year. The Fall 1995 database reported 56,269 LEP students in the district's bilingual education program. Of that number, 57% were classified as bilingual education students, and 28.7% were classified as ESL students. The great majority of these students were Spanish speakers (95.3%). The remaining 14.3% were enrolled in all-English classes. In general, achievement scores of LEP students in English increased over the scores of the previous year in reading (58.4% to 58.9%) and mathematics (50.9% to 63.5%) and declined in writing (83.7% to 80.5%) during the 1995-96 school year. Recommendations address curriculum development, staff development, text adoption, instructional materials, data collection, and other instructional and administrative issues. A particular concern will be providing support to LEP students whose native language is other than Spanish. One appendix contains the evaluation form used in site visits to the 11 schools studied in detail, and the other describes the site visits themselves. (Contains 1 figure, 11 tables, and 28 references.) (SLD)

ED 405 445 UD 031 610

Shared Rights--Shared Responsibilities. European Consultation on Collaboration between Government Sectors, Nongovernmental Organizations and Ethnic Minority Organizations in AIDS Prevention, Support and Care (London, United Kingdom, October 5-9, 1995).
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Agency Cooperation; Conferences; Cultural Differences; Decision Making; *Ethnic Groups; Foreign Countries; *Health Education; Integrated Activities; *Minority Groups; *Policy Formation; Program Development
IDENTIFIERS- *Europe; Experts

A consultation was sponsored by the European Commission, the World Health Organization's Global Programme on AIDS, and the United Kingdom Department of Health to explore the specific needs of ethnic minority communities in European countries for culturally and linguistically appropriate Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and sexual health services. It also aimed to develop a context for collaborative and integrated approaches to improving and enhancing such services. Thirty-five experts from government sectors, nongovernmental organizations, and ethnic minority organizations participated in a series of working groups addressing issues such as models of good practice of collaboration, provision of appropriate HIV/AIDS education for ethnic minority communities, and empowering ethnic minority communities to develop AIDS treatment, care, and support organizations for ethnic minorities. Participants developed recommendations based on good practice to guide European national AIDS programs in policy development. It was

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Community Colleges; *Difficulty Level; Higher Education; *Item Banks; Item Response Theory; *Multiple Choice Tests; Psychology; *Test Construction; Test Items
IDENTIFIERS- *Three Parameter Model

An item analysis study was conducted for two multiple-choice tests of introductory psychology created from a publisher's test bank. A 47-item multiple-choice test was administered to 247 students, and 433 students took a different 42-item multiple-choice test. Participants were from a large northeastern suburban community college. The difficulty and discrimination of the items were estimated using the logistic item response theory model with three parameters. Results indicate that most items failed to discriminate between high and low ability students. Most of the items were of less than medium difficulty, which was the intended level of item functioning. Factors that contributed to these findings were grammatical errors, poor item construction, and low internal consistency reliability of the tests. One appendix presents estimated parameters of the logistic model for both tests, and the other presents graphs of study results. (Contains two appendix tables, nine appendix figures, and eight references.) (Author/SLD)

ED 405 368 TM 026 213

Wang, Xiang Bo; Harris, Vincent
History and Performance of Chinese LSAT Test Takers.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *College Applicants; College Entrance Examinations; *English; Foreign Countries; Higher Education; *Language Dominance; Law Schools; Performance Factors; Scores; Sex Differences; *Test Results; Test Use
IDENTIFIERS- *China; Chinese People; Hong Kong; *Law School Admission Test; Taiwan

Although the Law School Admission Test (LSAT) has been administered to Chinese test takers in Taiwan and Hong Kong for more than 22 years and in China for the past decade, there is very little documentation on the history, test taker volumes, performance, or law school admission rates of these candidates. The current study addresses the following three issues: reviewing the history or LSAT administration in China, Taiwan, and Hong Kong; delineating the numbers of test takers in the three regions; and describing and comparing the performance of Chinese test takers since 1991. Between June 1986 and February 1991, a total of 14 test taken in China, 141 in Taiwan, and 128 in Hong Kong have taken the LSAT. Between June 1991 and 1995 the number of test takers in China increased, from 3 in 1991 to 30 in 1995. The test taker volume in Taiwan grew from 21 to 48 in that time, but the volume in Hong Kong declined steadily from 21 in 1991 to 8 in 1995. Since the LSAT adopted its new scale in 1991, three major findings are apparent about test takers from these areas. The average performance of Chinese test takers from the three regions is quite comparable, and is close to the LSAT population mean. Female Chinese test takers tend to score slightly higher than males, and those test takers

Education; Pilot Projects; School Restructuring; Secondary Education; State Programs
IDENTIFIERS- National Governors Association; *Reform Efforts

A desire to raise student achievement levels is leading many educators and parents to work for restructuring and reforming U.S. schools. One of the many areas in which this effort is proving to be complex is the question of changing college admission criteria to respond to the changes in curriculum, pedagogy, and assessment that are occurring at the secondary school level. In January 1993 the National Governors' Association convened a meeting of representatives from secondary schools, colleges, and education associations. Although formal recommendations were not developed, there was broad agreement on the following points: (1) educators at all levels must begin a sustained and serious dialog about the overall goals of the education system; (2) pilot projects should be launched to try out new approaches to admission and ultimately to develop a set of model admission criteria; and (3) governors should try to increase public awareness and dialog by offering visible support to reform efforts. Examples are given of some partnerships between school reformers and higher education leaders in Nebraska, Wisconsin, and Wyoming. An appendix lists seminar participants. (SLD)

ED 405 388 UD 029 544

David, Jane L.; Goren, Paul D.
Transforming Education: Overcoming Barriers.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Communication (Thought Transfer); Educational Change; *Educational Discrimination; Educational Practices; Elementary Secondary Education; *Government Role; Political Influences; Poverty; Program Development; Racial Bias; School Districts; *State Programs
IDENTIFIERS- *Barriers to Innovation; National Governors Association; *Reform Efforts

Barriers to progress in educational reform exist inside and outside the education system. Some arise where new practices encounter traditional expectations and boundaries, but others go much deeper than education, such as poverty, racism, local political conflicts, and human resistance to change. The following five categories of barriers are particularly prevalent and significant among the vanguard schools and districts in this study: (1) lack of clear direction; (2) weak incentives for change; (3) regulatory and compliance mentality; (4) limited learning opportunities for educators; and (5) poor communication. Governors can use their roles as leaders to help overcome these barriers by promoting goals that support high performance and access to resources. Like schools, state education systems cannot be reformed overnight, but progress to date, documented by several case studies, indicates that systems can move forward. The work of vanguard schools, leaders in educational reform, is explored. (Contains 10 references.) (SLD)

ED 405 389 UD 029 575

Muscogee County Schools Comprehensive Assessment.

American child. These labels have not evolved in an ideological vacuum. They reflect the nature of schools as sites of unequal distribution of economic and cultural capital and they hide the profound interrelations of people, marking the black student as deviant and inferior. Schools then succeed with convincing the disinherited that they owe their destiny to their lack of gifts or merits. Labels and categories of deviance such as "at risk" leave educators with the impression that in order for the African American student to succeed, he or she must be exposed to various and repeated treatments. The approach contends that the African American student comes to school with a natural resistance to learning. Schools become agencies of negative credentials, certifying particular groups of young people as socially inferior at an early age. Such labels actually endanger the very students they purport to empower. Until the way that everyday school practices endorse existing control systems is questioned and challenged, African American students will continue to be on the sidelines. (Contains 12 references.) (SLD)

ED 405 408 UD 031 561

Fleming-McCormick, Treseen; Tushnet, Naida C.
Does an Urban 4-H Program Make Differences in the Lives of Children?
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *After School Programs; Elementary Education; *Elementary School Students; Enrichment Activities; *Juvenile Gangs; Parent Attitudes; Program Evaluation; *Public Housing; Self Concept; Student Attitudes; Teacher Attitudes; *Urban Youth; *Youth Programs
IDENTIFIERS- *4 H Clubs

The Southwest Regional Laboratory conducted a 1-year outcome evaluation of the 4-H After School Activity Program (4-H ASAP) in Los Angeles (California). The 4-H ASAP is designed to meet the needs of children aged 7 to 13 who live in urban public housing communities. The program creates a nurturing environment that offers a positive alternative to unstructured and unsupervised free time in neighborhoods where gang- related activities are prevalent. Four of 10 Los Angeles sites were selected for evaluation. Two provided services in the public housing community and two provided services in the elementary schools. Sixty-two participants from the original target group of 114 completed a self-concept posttest and a participant questionnaire designed for the program. No changes in self-concept were found for program participants, but over 85% of the participants reported that the 4-H program helped keep them out of gangs. Ten percent of these children reported that they had been in a gang prior to joining the 4-H program. Almost all (98%) of the children reported that they had made friends at the 4-H program, and 41% said that they would be hanging out in the streets without it. Interviews with the teachers who taught most of these participants indicated that teachers thought that students were learning problem solving and were increasing their interest in their school work. Sixty telephone interviews with parents indicated that parents also saw improvements in their children's attitudes as a result of 4-H participation.

Dropout Prevention; *Dropout Programs; Dropouts; *Early Parenthood; Program Evaluation; *Reentry Students; Secondary Education; Social Services; *Student Placement; Urban Schools; Urban Youth
IDENTIFIERS- Case Management; New York (New York); New York City Board of Education; *Project Return NY

Project Return, a dropout recovery program to assist pregnant and parenting teenagers and parents of elementary school children to return to school, was first implemented in 1989-90. By 1991-92, there were two components of Project Return: its community education initiative in seven elementary schools, and the Babygram Hospital Outreach Program for pregnant and parenting teens, operated in eight health facilities in New York City. Both components used a case management approach in which an educational case manager assigned to each site recruited and counseled participants and made social service and educational referrals. At Project Return sites case managers were teachers, while family assistants were case managers at Babygram sites. Evaluators from the New York City Board of Education's Office of Educational Research (ORE) collected data from on-site observations, interviews with school principals and Babygram facility social workers, project personnel, and participants, and quantitative data on 1,089 participants from the project's files. Case managers in both components were successful in recruiting and placing participants. Case managers placed 70% of Return school clients and 52% of Babygram clients in educational settings. At all sites, case managers found that client followup was difficult and outcome data hard to obtain. Recommendations are made for program improvement. (Contains 11 tables.) (SLD)

ED 405 428 UD 031 587

Calderon, Margarita; And Others
Effects of Bilingual Cooperative Integrated Reading and Composition on Students Transitioning from Spanish to English Reading. Report No. 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; *Cooperative Learning; Elementary School Students; *English (Second Language); Grade 2; Grade 3; *Integrated Activities; Language Arts; Primary Education; Problem Solving; Program Evaluation; Reading Achievement; *Spanish; Transitional Programs; Writing (Composition)
IDENTIFIERS- *El Paso Independent School District TX

The effects of a cooperative learning program, Bilingual Cooperative Integrated Reading and Composition (BCIRC), on the Spanish and English reading, writing, and language achievement of second and third graders of limited English proficiency in Spanish bilingual programs in El Paso (Texas) were studied. BCIRC was expected to improve student achievement during the transition from Spanish to English by giving students daily opportunities to use language to find meanings and solve problems, and by applying well- established principles of cooperative learning to increase student motivation and achievement. A comparison of standardized test scores in three BCIRC and four comparison schools generally supported these expectations. On the Spanish Texas Assessment of Academic emphasized that it is important to realize that ethnic minorities do not form a homogenous group, and that diversity must be acknowledged. Representation of ethnic minority communities in decision making is essential to success in HIV prevention. Titles of 12 working papers prepared for the consultation are listed, as are consultation participants. (SLD)

ED 405 446 UD 031 614

Ferguson, Sue, Comp.; Towsend-Butterworth, Diana, Comp.
A New Understanding of Parent Involvement: Family--Work--School Conference Proceedings (New York, New York, April 12-13, 1996).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Research; Educational Technology; *Elementary Secondary Education; *Family Programs; Learning; Models; *Parent Participation; Parent School Relationship; *Partnerships in Education; Time Management; Urban Schools

A 2-day conference was sponsored by the Department of Special Education and the Center for Educational Outreach and Innovation at Teachers College (Columbia University, New York), "Working Mother" magazine, The Partnership for Family Involvement in Education, and the U.S. Department of Education. More than 350 parents, teachers, school administrators, community and religious leaders, educational researchers, and employers came to share information and resources on family involvement in children's education. The conference opened with a keynote address by Madeleine Kunin, U.S. Deputy Secretary of Education. Keynote addresses the following day were "What Have the Children To Do with It?" given by Maxine Greene and "From Adversaries to Allies" by Thomas Sobol. The conference also drew on the expertise of more than 70 presenters. Participants listened to panel presentations and saw demonstrations of new technology designed to strengthen communication between home and school. Roundtable discussions and workshops provided opportunities for learning about interactive ways to promote parent involvement. The action agenda for the conference consisted of the following issues: (1) a new understanding of parent involvement; (2) strategies for managing the time crunch; (3) overview of research on family involvement in children's learning; (4) creating partnerships; (5) involving fathers in children's learning; (6) choosing responsibility; (7) overcoming the barriers to parent involvement; (8) employers' promise to support families and education; (9) parents and schools, from adversaries to allies; and (10) models of effective family involvement in children's learning. Biographies of the presenters are included. (SLD)

ED 405 447 UD 031 615

Curry, Janice; And Others
Title I/Title I Migrant Evaluation Report, 1995-96. Publication Number 95.02.
PUB DATE- Oct 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Dropouts; *Educationally Disadvantaged; Elementary School

whose dominant language is English performed better than those whose dominant language is Chinese. (Contains five tables and one reference.) (SLD)

ED 405 369 TM 026 214

Pliska, Ann-Maureen
Pennsylvania Educational Reform: Issues Related to Strategic Planning for Implementation of Student Learning Outcomes.
PUB DATE- Oct 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Change; Educational Finance; Elementary Secondary Education; Financial Support; Graduation Requirements; Interpersonal Relationship; *Learning; *Outcomes of Education; Program Implementation; *Resource Allocation; School Districts; *Strategic Planning
IDENTIFIERS- *Pennsylvania

In June 1993, revisions to the Pennsylvania School Code changed requirements for high school graduation from time spent in the classroom to mastery of 53 student learning outcomes. Districts were mandated to develop a strategic plan that included active community participation in implementing these new regulations. This study examined 17 districts in Southwestern Pennsylvania that were among the 175 Pennsylvania districts that were the first to implement this mandate to do strategic planning. Issues and problems that emerged centered around areas of communication and economics of the region. Communication problems were most apparent with regard to understanding the requirements of implementation and communication between the state department of education and the districts and between the districts and planning committees. Communication problems were also evident with respect to managing the process and special interest groups and personal agendas. The allocation of both financial and human resources was a second area of concern. An appendix contains a table of the major issues and problems in the planning effort. (Contains 1 appendix table and 48 references.) (SLD)

ED 405 370 TM 026 216

Bartik, Timothy J.; Bingham, Richard D.
Can Economic Development Programs Be Evaluated?
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Development; Comparative Analysis; Demonstration Programs; *Developmental Programs; *Economic Development; Economic Impact; Evaluation Methods; Evaluation Utilization; Federal Government; Financial Support; Formative Evaluation; Program Effectiveness; Program Evaluation; Standards; *Summative Evaluation
IDENTIFIERS- *Impact Evaluation

The question of whether economic development programs can be evaluated seems simple, but the answer is not simple because of the nature of evaluation. Determining a program's effectiveness

PUB DATE- 21 Sep 93
NOTE- 27p.; Paper presented at the National Chapter 1 Conference (Washington, DC, September 20-23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; *Educational Improvement; Elementary Education; *Elementary School Students; Instructional Effectiveness; *Minority Group Children; Needs Assessment; Parent Participation; Public Schools; Recognition (Achievement); Staff Development; Student Needs; *Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; *Muscogee County School District GA

The schoolwide projects conducted by two Muscogee County (Georgia) elementary schools under Chapter 1 are described. The Muscogee County School District is the public school system for Columbus, the state's second largest city. The student body of approximately 31,000 is 54.2 percent Black, with 2.9 percent Hispanic, and only a small number of Asian Americans. Both schools began the comprehensive assessment of needs in November of 1989, the year before implementing their plans. The comprehensive needs assessment was the basis for setting goals for school improvement through the schoolwide project. The schools shared common themes of staff development, parent involvement, effective instruction, and a student recognition program, although implementation was tailored specifically to the needs of students in the individual school. At the end of the first year of the schoolwide projects, students at both schools had made significant strides in accelerating achievement, as indicated by scores on standardized tests, in comparison with their previous records and in comparison with gains made in other schools in the system. Two tables and four figures present details of achievement gains. An appendix contains a planning form and project management timelines. (SLD)

ED 405 390   UD 029 845

Kmitta, Daniel; Berlowitz, Marvin
Evaluation of the Center for Peace Education Programs 1992-1993. Final Report.
SPONS. AGENCY- Center for Peace Education, Cincinnati, OH.
PUB DATE- 93
NOTE- 130p.; Funding also provided by the Greater Cincinnati Foundation and Jacob G. Schmidlapp Trusts.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arbitration; *Conflict Resolution; Curriculum Development; Disadvantaged Youth; Elementary Secondary Education; Interpersonal Communication; Peace; *Peer Counseling; *Prevention; Problem Solving; Program Evaluation; Training; *Urban Schools; *Violence
IDENTIFIERS- *Ohio (Cincinnati); *Peace Education; Social Justice

The Center for Peace Education is an ecumenical nonprofit organization that provides educational programs for peace and social justice in the Cincinnati (Ohio) area. In the 1980s, through a gradual process, the Center introduced nonviolence and conflict-resolution training into several urban schools in and around greater Cincinnati. In 1992 the Center began to offer college credit to some participants in its nonviolent conflict-resolution training. Two of the Center's programs are

Overall the level of enthusiasm for the program for students, teachers, and parents was high. (Contains one figure, eight tables, and one reference.) (SLD)

ED 405 409 UD 031 562

Dalton, Herbert F., Jr.
Minority Male Afterschool Program.
PUB DATE- 96
NOTE- 38p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Afterschool Programs; College School Cooperation; *College Students; Higher Education; High Risk Students; High Schools; *High School Students; *Males; *Mentors; *Minority Groups; Role Models; Rural Areas; Rural Schools; Tutoring
IDENTIFIERS- *Mississippi Delta

Through a program called the Minority Male Afterschool Program (MMAP), college students at Mississippi Valley State University in Itta Bena (Mississippi) are working one-on-one with high school students. The MMAP is an enrichment program that encourages at-risk African American students aged 12 to 19 to complete high school and pursue postsecondary training and schooling. The MMAP serves about 100 students annually from 3 schools in the Mississippi delta where the average income is about one-third the national average. The primary program activity is providing mentoring and tutoring. College students spend 5 to 10 hours a week in their assigned schools working one-on-one, helping teachers, or meeting with groups of students. Mentors and tutors receive training in program goals and objectives. Schools in the Mississippi Delta face high obstacles with few resources, notably a low level of educational expenditures. The MMAP provides services that help counter the lack of resources and parent participation in Delta schools. The operation of the program in each of three schools and the role of Mississippi Valley State University in the MMAP are described. Profiles of some of the student and mentor participants show the positive impacts of the MMAP. The basic structure of the program can be exported to other schools and communities. Role model programs increase opportunities for at-risk students. (SLD)

ED 405 410 UD 031 563

Watkins, David A., Ed.; Biggs, John B., Ed.
The Chinese Learner: Cultural, Psychological, and Contextual Influences.
PUB DATE- 96
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Context Effect; Cooperative Learning; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Elementary Secondary Education; Foreign Countries; *Higher Education; *Learning; Memorization; Outcomes of Education; Second Language Learning; *Student Characteristics
IDENTIFIERS- Australia; Canada; *Chinese People; *Hong Kong

How Chinese students and their teachers see the context and content of their learning is explored in the essays in this collection. Seeing these students in their own cultural backgrounds helps in the exploration of Western educational

Skills, second graders scored significantly better than comparison students in writing and marginally better in reading. On the English Norm-referenced Assessment Program for Texas third graders scored better than comparison students in reading, but not language. Third graders in BCIRC for 2 years scored better than control students on both scales, and BCIRC third graders met criteria for exit from bilingual education at a significantly higher rate than did comparison students. Qualitative evidence shows that students in cooperative groups are making meaning for themselves, enjoying the program and having success in writing contests. (Contains 6 tables and 43 references.) (Author/SLD)

ED 405 429 UD 031 588

Plank, Stephen B.; Jordan, Will J.
Reducing Talent Loss. The Impact of Information, Guidance, and Actions on Postsecondary Enrollment. Report No. 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Enrollment; Ethnicity; Gifted; *Guidance; Higher Education; Institutional Characteristics; Racial Differences; Sex Differences; Socioeconomic Status; *Student Attrition; Student Characteristics; *Talent; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- National Education Longitudinal Study 1988

This study uses nationally representative data from the National Education Longitudinal Study of 1988 to show that information about postsecondary educational institutions (PEIs), guidance, and essential preparatory actions taken by secondary students influence whether an individual will attend a PEI within 2 years of high school graduation, and, if so, what type of PEI he or she will attend. Multinomial logistic regression is used to model PEI enrollment as a function of critical explanatory variables, controlling on an array of background and contextual characteristics including socioeconomic status, race and ethnicity, and gender. The conceptual framework is embedded in research on talent loss, which is described as the occurrence of promising students not reaching their full educational potential. Increased levels of information, guidance, and critical actions taken were positively and significantly associated with initial enrollment in a 4-year PEI, as opposed to enrollment in a 2-year PEI (full-time or part-time), or no enrollment. Further, aspects of information, guidance, and action affect the contrast between each of the 2-year enrollment categories and the never- enrolled category. These results remain significant after controlling for background and contextual characteristics. The effects on talent loss and implications for policy and practice are discussed. Three appendixes discuss the construction of variables, the estimated parameters of the logit model used, and the calculation of predicted probability profiles. (Contains 14 tables, 2 appendix tables, and 35 references.) (Author/SLD)

ED 405 430 UD 031 589

Parents Ask about Title I = Los padres preguntan del Titulo I.
SPONS. AGENCY- Department of Education, Washington, DC.

Students; Elementary Secondary Education; Federal Aid; Low Income Groups; *Migrant Youth; Poverty; Preschool Children; Preschool Education; Program Evaluation; Secondary School Students; Summer Schools; Test Results; *Tutoring; Urban Schools; Urban Youth
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I; Texas Assessment of Academic Skills

Title I is a compensatory education program supported by funds from the Department of Education to enable high-poverty schools to provide opportunities for educationally disadvantaged children. In 1995-96, Title I provided funding to 38 campuses in the Austin Independent School District (AISD) (Texas) through schoolwide programs and prekindergarten services and some aid to nonpublic schools. Title I Migrant, which is also federally supervised, provided supplementary instruction to migrant students through part-time tutors at eight AISD secondary campuses. A high priority was placed on dropout prevention activities such as summer school. The Title I state student performance standards for the 1995-96 school year are the state accountability system criteria. Title I schoolwide program students held constant or dropped slightly in the percentage passing the Texas Assessment of Academic Skills (TAAS) reading and writing tests when compared to results of the previous year. A lower percentage of students at Title I schoolwide programs passed TAAS reading and mathematics skills than students districtwide. Nevertheless, Title I students continued to show gains in mathematics. Achievement gains increased for Title I prekindergarten students. Title I Migrant provided summer school tuition for 49 secondary school migrant students in the summer of 1995. Sixty-three percent of tutored migrant students passed exit-level TAAS tests, as compared with 31% of nontutored migrant students. Recommendations are made for program improvement. Six appendixes provide details about participating schools and their community partnerships and migrant programs. (Contains 29 tables, 151 figures, 3 appendix tables, and 9 references.) (SLD)

ED 405 448 UD 031 616

Sabatino, Melissa
Sounding the Alarm on Safe and Drug-Free Schools. Safe and Drug-Free Schools and Communities. Final Report, 1995-96.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Drug Abuse; Drug Education; Elementary Secondary Education; Federal Aid; Peer Groups; *Prevention; Program Development; Program Evaluation; *School Safety; Staff Development; *Student Attitudes; Student Surveys; Urban Schools; Urban Youth; Youth Programs
IDENTIFIERS- *Austin Independent School District TX; Drug Abuse Resistance Education Program

The Safe and Drug-Free Schools and Communities (SDFSC) Act of 1986 provides funding to school districts to supplement local efforts to eliminate drug and alcohol use by their students. In 1995-96, its ninth year of funding, the Austin Independent School District (AISD) (Texas) received $363,720 from the SDFSC grant plus a sum carried over from 1994-95. SDFSC monies fund a wide assortment of district programs. Three types of programs were funded during the 1995-96 school year: student programs, programs for curriculum and staff development, and support requires the evaluator to distinguish changes due to the program from changes due to nonprogram factors. The evaluator must focus on outcomes caused by the program rather than on program procedures. Process, or formative, evaluations are important in determining how a program is delivered, but the focus in this paper is on program outcomes and impact evaluation, the summative evaluation of programs. The three types of economic development evaluations that are needed are community evaluations, evaluations of effects on individual firms, and community impact evaluations. Good quantitative evaluations of economic development programs require the use of a comparable group of unassisted communities or firms. Good evaluations of such programs are rather rare, but they can be encouraged through: (1) Federal funding and standards; (2) greater professionalization of economic development agencies and legislative review committees; and (3) the demonstration effect of good evaluations. Developing a tradition of high quality evaluations of economic development programs is likely to take some time, but it can be done. (Contains 27 references.) (SLD)

ED 405 371 TM 026 218

Noble, Julie; And Others
Differential Prediction/Impact in Course Placement for Ethnic and Gender Groups. ACT Research Report Series 96-8.
PUB DATE- Dec 96
NOTE- 27p.; Supersedes ED 384 631.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; *Ethnic Groups; Grade Point Average; Higher Education; High Schools; High School Students; *Prediction; *Racial Differences; *Sex Differences; Student Placement; *Test Use
IDENTIFIERS- *ACT Assessment

This research investigated course placement decisions for ethnic and gender groups. Success in four standard college freshman courses was predicted from scores on the American College Testing Program assessment (ACT) or high school subject area grade averages (SGA). The number of institutions varied from 13 to 50, depending on the course. Mean between-subgroup differences in estimated probability of success and three course placement validity indices were evaluated by gender or ethnic group within course type and institution. All statistics were summarized across institutions by course type and ethnic or gender group. Results show that, from a statistical perspective, both ACT scores and SGA slightly overpredict course success for blacks and males relative to whites and females. From a practical perspective, the differences between ethnic and gender groups were small. An appendix presents linear regression results by gender and ethnic subgroup. (Contains 4 tables and 20 references.) (Author/SLD)

ED 405 372 TM 026 221

Kusch, James
Student Teachers Learn To Assess Pupils in the Practicum Classroom: Clarifying Distinctive Dimensions of Assessment.
PUB DATE- 25 Nov 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

conflict-resolution curricula. The "Students' Creative Response to Conflict" (SCRC) and the Cooperative Discipline Program give both students and teachers the skills to resolve conflicts without violence. The Peer Mediation program uses trained student peer mediators to resolve conflicts that have already occurred between two students. These programs were evaluated in 1992-93, with the SCRC's receiving the most attention. Direct observation and surveys of participants provided evaluation data. Evaluation of the three programs demonstrates that the organization is a valuable resource for reducing the potential for violence in the Cincinnati public schools. Four appendixes present details about the evaluation. There are 31 tables of evaluation data. (SLD)

ED 405 391 UD 029 877

Muller, Thomas
Immigrants and the American City. A Twentieth Century Fund Book.
PUB DATE- 93
NOTE- 380p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Bilingual Education; *Cultural Differences; Economic Factors; Elementary Secondary Education; Ethnic Groups; *Immigrants; Inner City; Labor Market; *Low Income Groups; *Migration Patterns; Urban Areas; Urban Problems; *Urban Schools; Vocational Education
IDENTIFIERS- *Immigration Impact; Urban Revitalization

The latest immigration surge, which began in the 1960s, has facilitated urban renewal by strengthening small businesses, providing low-wage labor, and maintaining the population base needed to sustain a high level of economic activity. In spite of the contributions of immigrants, American central cities continue to face serious economic disruptions and problems. This examination of the new immigration argues that the benefits of immigration will come to outweigh the costs. In the examination of the entire immigrant question, the author touches on a number of issues related to education, beginning with the educational backgrounds of different ethnic and national-origin groups. Implications of the new immigrant worker for occupational education and for adult education and training are discussed. Particular attention is paid to the controversy surrounding bilingual education, and the problems faced in trying to educate a diverse population of children are briefly reviewed. School districts face a multitude of problems in trying to accommodate an increasingly diverse, and frequently low-income population, without an accompanying increase in economic support. Education is a vital factor in assuring that immigrants bring to America today the many benefits they have brought in the past. (SLD)

ED 405 392 UD 029 894

Smith, Albert, Jr.; Oaks, Merrill
C-STARS. School Based Interprofessional Case Management: An Interagency Program for At-Risk Students and Their Families.
PUB DATE- 92
NOTE- 32p.; The attached list of suggested readings contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

theory and practice as well. The contributions are: (1) "Learning Theories and Approaches to Research: A Cross-Cultural Perspective" (David Watkins); (2) "The Cultural Context for Chinese Learners: Conceptions of Learning in the Confucian Tradition" (Lee Wing On); (3) "Western Misperceptions of the Confucian-Heritage Learning Cultures (John Biggs); (4) "Memorizing and Understanding: The Keys to the Paradox?" (Ference Marton, Gloria Dall'Alba, and Tse Lai Kun); (5) "Accepting Personal Responsibility for Learning" (Farideh Salili); (6) "Hong Kong Secondary School Learners: A Developmental Perspective" (David Watkins); (7) "Coping with Second Language Texts: The Development of Lexically-Based Reading Strategies" (Robert Keith Johnson and Agnes Yau So Ngor); (8) "Studying in a Second Language: The Experiences of Chinese Students in Canada" (John R. Kirby, Rosamund A. Woodhouse, and Yamin Ma); (9) "How Hong Kong Students Cope with Assessment" (Catherine Tang and John Biggs); (10) "Collaborative Learning: The Latent Dimension in Chinese Students' Learning" (Catherine Tang); (11) "Chinese Students at an Australian University: Adaptability and Continuity" (Simone Volet and Peter Renshaw); (12) "Peer Tutoring and Learning Outcomes" (Sam Winter); and (13) "Improving Student Learning through Action Research into Teaching" (Lyn Gow, David Kember, and Jan McKay). Each chapter contains references. (SLD)

ED 405 411   UD 031 565

Hagell, Ann; Shaw, Catherine
Opportunity and Disadvantage at Age 16. A Report of a Major Survey of over 3,000 16 Year Olds from 34 Schools in English Inner Cities. PSI Report 814.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropouts; *Educational Experience; Educationally Disadvantaged; Ethnic Groups; Foreign Countries; High School Graduates; *High School Students; Inner City; Minority Groups; Surveys; Urban Schools; *Urban Youth; *Young Adults
IDENTIFIERS- *England

The study reported in this book was designed to address the experiences of educationally disadvantaged young people in English cities. The study, called "Changing Lives," involved a survey of over 3,000 inner-city 16-year-olds from 34 schools in 6 urban areas of England. The young people surveyed were eligible to leave school in spring or summer of 1993, and questionnaires were mailed to them in the 1993-94 academic year. The study allowed the examination of initial post-school destinations and information on progress, further education, and the different experiences of males and females and of ethnic minorities. The first chapter explores the education and labor market experiences of young people leaving compulsory education in England. Chapters 2 and 3 describe study methodology. In Chapter 4 the respondents describe their academic and vocational qualifications. Initial destinations at age 16 are described in Chapter 5. Chapter 6 describes the respondents' calendar years in detail, and Chapter 7 describes the multivariate analyses of the routes taken by subgroups. Chapters 8 and 9 look at respondents' reported experiences, and the final chapter summarizes the findings and draws some policy conclusions. Four appendixes present a glossary, the questionnaires, sample estimates, and statistical analysis

PUB DATE- 96
NOTE- 16p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Educational Finance; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Low Achievement; Low Income Groups; *Parent Participation; Parents; Program Evaluation; School Districts; Standards
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Improving Americas Schools Act 1994 Title I

Title I, the largest federal aid program for elementary, middle, and high schools, is introduced in this publication, which includes both English and Spanish versions. Through Title I, the Federal government gives money to school districts around the country based on the number of low-income families in each district. Each district uses Title I money for extra educational services for children who are behind in school. The new Title I, which was previously known as Chapter I, is based on the premises that all students should work toward the same standards, that local schools and parents know best what their students need to succeed, and that parents are partners in helping all students achieve. Title I money can be used in a variety of ways as long as it helps low-achieving students meet the same standards that have been set for all students. In schools where more than half the students are low-income, money can be used for a school-wide Title I project so that all students receive Title I services. Title I money can also be spent on many types of parent involvement activities, from family literacy to transportation and child care for school participation, to parent resource centers and materials. All Title I programs must have a parent involvement component. Parents can take advantage of the Title I possibilities and can learn about the Title I programs of their schools. Since every school designs its own Title I program, a list of questions is given that parents might ask about the program in their own schools. Emphasis is placed on finding out how Title I is actually working and the outcomes it is producing. Three additional sources of information about Title I are listed. (SLD)

ED 405 431 UD 031 591

Parents Ask about Standards = Los Padres preguntan acerca de los estandares.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Accountability; Compensatory

staff and services. The student programs included Drug Abuse Resistance Education (the DARE program), a peer assistance and leadership program, support for some private schools, and a student retreat program. Overall, AISD students appear to have increasing patterns of self-reported recent and lifetime alcohol, tobacco, and other illegal drug use since 1991-92, the first year for which data were available. Over 67% of secondary school students reported that they had received information on drugs or alcohol from a school source during 1995-96, but many students did not believe that these substances were dangerous. The effects of substance abuse education and prevention lessen with each subsequent year after student participation. Less than half of the students thought that their school campuses were safe, and over one-third reported that they had been physically harmed or threatened at school by another student. Recommendations for program improvement call for more complete implementation of SDFSC programs and the development of programs to ensure the safety of students in AISD schools. Attachments include excerpts from related legislation and regulations and the AISD drug and alcohol education and prevention plan. (Contains 20 figures, 16 attachment graphs, and 14 references.) (SLD)

ED 405 449   UD 031 617

Title VII Enhancement Project for Compartiendo Culturas/Sharing Cultures 1995-96. Research Report on Educational Programs.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affective Behavior; Bilingual Education; *Cultural Awareness; *Family Programs; Hispanic Americans; Language Minorities; *Limited English Speaking; Preschool Children; *Preschool Education; Primary Education; Second Language Instruction; *Second Language Learning; Urban Schools; Urban Youth
IDENTIFIERS- *Houston Independent School District TX; *Two Way Bilingual Education

Compartiendo Culturas/Sharing Cultures, a Title VII Two-Way Developmental Bilingual Education Program at the Gary L. Herod Elementary School in the Houston Independent School District (Texas) was designed to end the isolation typically experienced by language minority students in traditional bilingual education and to provide language majority students the opportunity to acquire proficiency in a second language. An Enhancement Program was developed to extend the program to prekindergarten students. The enhancement served a class of 22 students identified as limited English proficient by providing a family-centered community-based integrated program. Goals were to improve the language development, preliteracy development, and affective development of the students, to empower the parents to see themselves as the primary educators of their children, and to provide a comprehensive staff development component that focused on early childhood bilingual education. Evaluation of the program focused on the language and affective development of the students and evaluation of the staff development and parent participation components. Results from pretests and posttests with a developmental checklist and a language survey indicated that the program succeeded in preparing these language minority students for kindergarten.

DESCRIPTORS- Behavior Patterns; Case Studies; *Classroom Techniques; Discipline; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Higher Education; Mathematics; *Methods Courses; *Practicums; Student Evaluation; *Student Teachers; Student Teaching; *Teacher Education; Teaching Methods

The ways that the assessment practices of student teachers are formed by their experiences in methods courses and practicum classrooms were studied. By contrasting the approaches of two groups of student teachers to pupil assessment, the case study research described shows how student teachers emphasize the dimensions of assessment that demonstrate both their control of procedure and content and their control of student behavior and learning in the classroom. Subjects were four students from a methods course that emphasized the importance of teaching students to develop their own mathematical problem-solving strategies, and four students from a methods course that emphasized the importance of teaching students to understand and follow sequences of algorithms for mathematical problems. These control-related aspects of the practicum experience derive primarily from pressure exerted by cooperating teachers to maintain the established classroom order, and secondarily from approaches that have been propounded in methods courses. (Author/SLD)

ED 405 373 TM 026 222

Geiger, Brenda
A Time To Learn, a Time To Play: Premack's Principle Applied in the Classroom.
PUB DATE- Oct 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (October 2-5, 1996). Submitted for publication as an article in "American Secondary Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Control Groups; *Elementary School Students; Grade 6; Grade 7; Grade 8; *Incentives; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Play; *Recess Breaks; Reinforcement; *Student Motivation; Substitute Teachers
IDENTIFIERS- *Middle School Students; *Premack Principle

Free time is the natural medium through which youngsters express themselves and develop motor, cognitive, and social skills. Nevertheless, free play on the playground is rarely used in the school as a means of enhancing students' motivation to learn. This study uses play as an application of Premack's principle (D. Premack, 1965) to the classroom. The principle states that a preferred behavior may be an effective reinforcer of a less preferred activity. It shows that taking middle school and junior high school students to play on the playground can be a powerful and inexpensive reinforcer of learning that could be used by teachers, and especially by substitutes. Subjects were 42 seventh- and eighth-grade students being taught by a substitute teacher. Controls were 25 sixth graders taught by the same teacher. This reinforcer was found to increase students' learning time on task, and group and self-regulation, while reducing the time wasted on disciplining teenage students. (Contains 29 references.) (Author/SLD)

ED 405 374 TM 026 227

DESCRIPTORS- Academic Achievement; *Agency Cooperation; Attendance; *College School Cooperation; *Delivery Systems; Elementary Secondary Education; Family Programs; Formative Evaluation; Higher Education; *High Risk Students; Integrated Activities; Models; *Social Services; Student Behavior; Summative Evaluation; Urban Education
IDENTIFIERS- *Case Management; C STARS

The documents in this collection provide information about the Center for the Study and Teaching of At-Risk Students (C-STARS), a center committed to meeting the challenge of providing integrated services for at-risk youth and their families. Because C-STARS is housed in a university setting, it has the opportunity to promote interprofessional and interagency cooperation. Fundamental to the operations of C-STARS is interprofessional case management (ICM). ICM attempts to ensure that services are provided in a supportive, efficient, and coordinated manner. Seven functions of the ICM model are described, and the structural components of its operation are presented. Preliminary results of a formative evaluation indicate that implementation of the model's functional and structural elements has been high in project sites. The summative evaluation design in progress suggests a positive impact on students, with reduced absenteeism and better student grades and conduct. Attachments include: (1) a list of 47 suggested readings, (2) a discussion of the C-STARS model, (3) anticipated benefits of the ICM approach, (4) background material on C-STARS, and (5) guidelines for ICM. (SLD)

ED 405 393 UD 029 972

Coulton, Claudia J.; And Others
Patterns of Investment in Cleveland's Low-Income Neighborhoods.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 90
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; Change; *Community Resources; Demography; Economics; Housing; Inner City; *Investment; Land Use; *Low Income Groups; *Neighborhoods; Population Trends; *Poverty; Social Problems; *Urban Areas; Urban Problems
IDENTIFIERS- Indicators; *Ohio (Cleveland); Urban Revitalization

Fifteen of the lowest-income neighborhoods of Cleveland (Ohio) are the focus of this report. These areas encompass most of the traditional, new, and emerging poverty areas identified in a previous report. Several indicators of investment patterns have been chosen for this report. They fall into the general categories of housing and land, economic activity, and community block grants. When possible, changes that have occurred in recent years that are suggestive of disinvestment or reinvestment in various parts of the city are described. The fact that there is job growth and available land in the traditionally poor locations suggests that rebuilding strategies should be considered. These must be coupled with strategies to build human capacity. Higher prices (which would reflect a higher value placed on the neighborhood) coupled with high-risk loans in the hard-hit east areas are suggested as strategies to stabilize and support buyers and maintain housing quality. The mid-city areas are more varied, with some areas showing evidence of increased social troubles and more rapid disinvestment. It may be that tailoring the type of investment notes. (Contains 21 tables, 26 figures, and 49 references.) (SLD)

ED 405 412 UD 031 568

Kamerman, Sheila B., Ed.; Kahn, Alfred J., Ed.
Child Health, Medicaid, and Welfare "Reform." Report III, Confronting the New Politics of Child and Family Policy in the United States.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; Childhood Needs; Children; *Federal Aid; Federal Government; *Health Insurance; Health Needs; Health Services; Policy Formation; *Public Policy; *State Programs; Welfare Recipients
IDENTIFIERS- *Medicaid; Reform Efforts; *Welfare Reform

"Confronting the New Politics of Child and Family Policy in the United States" is an 18-month project designed to help states, local government, and the voluntary sector as they respond to the social policy debates and changes precipitated by the 104th Congress. The project's main vehicle, aside from exploratory and analytic work, is a series of consultations and mini-conferences, each based on one or more commissioned overview papers. This document reports on a mini-conference held on April 19, 1996 that was the third of such mini-conferences. A paper by Sara Rosenbaum, "Children and the Health Care System: An Overview," provided the framework for the meeting. It begins with an overview of child health care and insurance in the United States today and the growing problems of health insurance coverage and access to health care. Options that states might adopt if they had more flexibility in using their Medicaid funds are discussed. Without an entitlement to health care, children are increasingly likely to lack insurance and access to health care. The commissioned paper is followed by discussants' remarks, an overview of programs in Rhode Island, Minnesota, and Texas, and an addendum report on the impact of welfare reform efforts on Medicaid and child health. Four appendixes provide supplemental tables, discussions of eligibility for Medicaid and reform of state medical programs, and a list of conference participants. (Contains five tables and seven appendix tables.) (SLD)

ED 405 413 UD 031 569

Kamerman, Sheila B., Ed.; Kahn, Alfred J., Ed.
Child Care in the Context of Welfare "Reform." Report IV, Confronting the New Politics of Child and Family Policy in the United States.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childhood Needs; Children; *Day Care; Day Care Centers; Early Childhood Education; Federal Aid; *Federal Legislation; Policy Formation; *Public Policy; *State Programs; Welfare Recipients
IDENTIFIERS- *Welfare Reform

"Confronting the New Politics of Child and Family Policy in the

Education; *Disadvantaged Youth; Educational Finance; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Low Achievement; Low Income Groups; *Parent Participation; Parents; Program Evaluation; School Districts; *Standards
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Improving Americas Schools Act 1994 Title I

This publication, which includes both English and Spanish versions, explains that standards describe what students should know and be able to do at each grade level. Every school that receives money from Title I, the federal educational aid program that provides extra educational services for children who are behind in school, must have standards set by the school district and the state. Because this is a new requirement to receive Title I money, in many schools the standards are still being developed. Content standards say what students are supposed to learn in different subjects, and performance standards say how well students have learned what they are supposed to learn. Schools use standards for planning curricula and programs, communicating expectations, helping teachers know what to teach, coordinating different classes, choosing materials, and determining what students need to achieve. Schools receiving Title I money must have the same standards for all students. These standards are usually set by the school district in accord with state standards. Parents should ask questions that help them know the standards for their children's schools and then help them judge how the standards are being applied and met. Parents should certainly ask how the school uses the standards. Suggestions are made about educators who can answer parent questions. A section of Title I of the Improving America's Schools Act of 1994 is attached to detail the Act's expectations for parent involvement in education. (SLD)

ED 405 432 UD 031 593

Parents Ask about Parent Involvement Policies = Los padres preguntan acerca del plan de accion para la participation de los padres.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Accountability; *Compensatory Education; *Disadvantaged Youth; Educational Finance; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; Federal Aid; Low Achievement; Low Income Groups; *Parent Participation; Parents; Parent School Relationship; Program Evaluation; School Districts; Standards
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Improving Americas Schools Act 1994 Title I

This guide, which includes both English and Spanish versions, discusses parent involvement policies, which explain how the school district or the school itself supports the important role of parents in the education of their children. Every school district that receives money from Title I of the Improving America's Schools Act, the federal aid program for

Parent involvement and staff development components were also rated successful. (Contains 2 figures, 6 tables, and 27 references.) (SLD)

Murphy, Paud, Ed.; And Others
National Assessments: Testing the System. EDI Learning Resources Series.
PUB DATE- 96
NOTE- 177p.; Most of these papers presented at seminars sponsored by the World Bank in Asia (Tagaytay City, Philippines), Latin America (Santiago, Chile), and Africa (Nairobi, Kenya) in 1992 and 1993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Developed Nations; Developing Nations; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Government Role; *International Education; *National Competency Tests; Test Construction; *Test Use
IDENTIFIERS- *World Bank

Recognizing the importance of national educational assessments, an increasing number of countries have begun to establish their own systems, and many have sought support from the World Bank. This book provides background on national assessments through papers developed for three World Bank seminars. The papers are: (1) "Introduction" (Marlaine E. Lockheed and Paud Murphy); (2) "International Context for Assessments" (Marlaine E. Lockheed); (3) "What Are National Assessments and Why Do Them:" (O. C. Nwana); (4) "Can Public Examinations Be Used To Provide Information for National Assessment" (Thomas Kellaghan); (5) "Stages in National Assessment" (Vincent Greaney); (6) "Considerations for Costing National Assessments" (Lynn Ilon); (7) "The Design of Tests for National Assessment Purposes" (John Izard); (8) "National Assessment in Chile" (Erika Himmel); (9) "National Assessment in England and Wales" (Thomas Kellaghan); (10) "National Assessment in Thailand" (Kowit Pravalpruk); (11) "The Columbian Education Assessment System" (Carlos Rojas); (12) "The Grade 3 and 5 Assessment in Egypt" (David Carroll); and (13) "Lessons Learned" (Vincent Greaney and Carlos Rojas). (Contains 15 tables and 10 figures.) (SLD)

ED 405 375 TM 026 228

Adcock, Eugene P.; Haseltine, Reginald
School District Evaluation: Database Warehouse Support.
PUB DATE- Jul 96
NOTE- 22p.; Paper presented at the National Center for Education Statistics Summer Data Conference (Washington, DC, July 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Databases; *Data Collection; Elementary Secondary Education; *Evaluation Methods; *Information Management; Information Needs; Program Evaluation; Quality Control; *School Districts; Statistical Analysis; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Prince Georges County Public Schools MD

The Prince George's County (Maryland) school system has developed a database warehouse system as an evaluation data support tool for fulfilling the system's information demands. This paper described the Research and Evaluation Assimilation Database (READ) warehouse support system and considers the requirements to type of neighborhood can influence the direction of neighborhood change. Six tables present study findings, and an appendix presents a city map. (SLD)

ED 405 394 UD 029 973

Chow, Julian; Coulton, Claudia J.
Schooling in Cleveland's Low-Income Neighborhoods: Locations, Enrollment & Performance.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Catholic Schools; *Dropout Rate; *Educational Quality; Elementary Secondary Education; *Enrollment; Geographic Location; *Low Income Groups; Neighborhoods; Poverty; Private Schools; Public Schools; Test Results; *Urban Areas; Urban Problems
IDENTIFIERS- Cleveland Public Schools OH; *Ohio (Cleveland)

Fifteen of the lowest-income neighborhoods in Cleveland (Ohio) are the focus of this report, which is concerned with the schooling of students in these 15 neighborhoods. These areas encompass most of the traditional, new, and emerging poverty areas identified in a previous report. Sixty public and 22 private and Catholic schools are examined in this consideration of enrollment, dropout rates, and academic achievement in the neighborhoods. The public school enrollment is widely different among the neighborhoods, and enrollment in nonpublic schools is not distributed randomly across them. High school dropout rates are uniformly high throughout the public schools in all neighborhoods. Results on standardized reading and mathematics tests seldom exceed the national midpoint throughout the neighborhoods. The analysis suggests that the differences seen among the 15 neighborhoods are complicated by the fact that many children attend many different schools in many different places. Clearly no single model or approach can be applied to all neighborhoods. Three tables present overall findings, and an appendix contains 15 tables with dropout and school-performance data for each of the 15 neighborhoods. (SLD)

ED 405 395 UD 030 034

Addams, Jane
On Education.
PUB DATE- 94
NOTE- 242p.; Edited and with a new introduction by Ellen Condliffe. Originally published: Jane Addams on Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Labor; *Educational Change; Educational History; Educational Needs; Elementary Secondary Education; Essays; *Ethnic Groups; History; *Immigrants; Labor Legislation; Minority Groups; Social History; Socialization; *Social Problems; Urban Areas
IDENTIFIERS- *Addams (Jane); Diversity (Groups)

This book presents speeches and essays by Jane Addams, from the period between 1893 and 1930, that present a view of education as a broad process of cultural transformation and renewal, as the foundation of democracy. Among the topics presented are:

United States" is an 18-month project designed to help states, local government, and the voluntary sector as they respond to the social policy debates and changes precipitated by the 104th Congress. The project's main vehicle, aside from exploratory and analytic work, is a series of consultations and mini-conferences, each based on one or more commissioned overview papers. This document reports on the fourth mini-conference, a meeting on child care in the context of welfare "reform" held on June 14, 1996. The take-off point for the discussions was the new consensus that states would have more flexibility in setting child care policies and fewer Federal funds would be available. Participants discussed a commissioned paper by Helen Blank, "Child Care in the Context of Welfare Reform." It is asserted that the main focus on the child care and welfare debate is around money, rather than the needs of children and the quality of the care provided. Child care developments in Arizona, Illinois, and Texas were profiled and discussed, and some observations by the editors summarize the discussions. Participants discussed child care issues without knowing what form the Federal legislation would finally take. Appendixes present key child care provisions of the welfare law and list the mini-conference participants. (SLD)

ED 405 414 UD 031 570

UNESCO Statistical Yearbook=Annuaire Statistique=Anuario Estadistico.
PUB DATE- 97
NOTE- 1,015p.
LANGUAGE- English; French; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- Cultural Activities; *Educational Finance; *Elementary Secondary Education; Foreign Countries; *Higher Education; Population Trends; Printed Materials; Reference Materials; *School Statistics; Scientific and Technical Information; Tables (Data); Yearbooks
IDENTIFIERS- *UNESCO

In accordance with the Constitution of the United Nations Educational, Scientific, and Cultural Organization, each member is requested to report periodically on its laws and regulations and statistics relating to its educational, scientific, and cultural life and activities. Data for this statistical yearbook are gathered mainly from these reports, but some other sources of information have been consulted. The explanatory text to the tables is presented in English, French, and Spanish, with Russian and Arabic translations in Appendixes F and G. Data tables are grouped into the following categories: (1) reference tables of population; (2) summary tables for levels of education by continent, major area, and groups of countries; (3) education by level and country; (4) educational expenditure; (5) science and technology; (6) culture and communication; (7) printed matter, libraries, and book production; (8) cultural heritage; (9) broadcasting; and (10) international trade in printed matter. Seven appendixes contain supplemental information about member states, school and financial years, statistical publications, tables no longer included in the yearbook, and texts in Russian and Arabic. (Contains 63 tables.) (SLD)

ED 405 415 UD 031 572

Why Population Matters, 1996.

educationally disadvantaged students, must have a parent involvement policy, as must every school that receives Title I funds. The policy will cover a wide range of issues related to parent involvement, including parental rights and responsibilities and communication with parents. The school must hold an annual meeting to describe Title I to parents and it must provide up-to-date information about what it is doing with Title I funds and its parent involvement activities. Parents should find out about the school's policy and make sure that they understand it. Since every parent involvement policy is different, parents should determine how it is being developed and interpreted, and how the school uses the parent involvement policy. Questions should be referred to local educators or to school district coordinators and administrators. An attachment contains sections from Title I that relate to parent involvement policies. (SLD)

ED 405 433 UD 031 595

Parents Ask about Compacts = Los padres preguntan acerca de los pactos.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Accountability; *Compensatory Education; Disadvantaged Youth; Educational Finance; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; Federal Aid; Low Achievement; Low Income Groups; *Parent Participation; Parents; Parent School Relationship; Program Evaluation; School Districts; Standards
IDENTIFIERS- *Compact for Education; Education Consolidation Improvement Act Chapter 1; *Improving Americas Schools Act 1994 Title I

This guide, which includes both English and Spanish versions, explains that a compact is a written statement of what schools and parents are supposed to do to help students achieve. Each school that receives money from the Title I program must have a compact. Title I is the federal aid program that provides funds for extra educational services for children who are behind in school. The compact lists specific duties of school staff and parents. With a compact, everybody knows what he or she is supposed to do, and what others are supposed to do. The compact also says how parents and schools will communicate with each other. It is based on the school's standards of learning. For teachers, the compact says what they must do to teach to the content standards. For other school staff, the compact says what they should do to support the teaching of content standards and the students' ability to learn. For parents, the compact says what they could do to support their children's achievement of the standards. A parent could regard the compact as a kind of job description that lists what he or she could do to support the child's progress. Because each school's compact is different, parents should find out about how it was developed, how it is being interpreted, how the school uses the compact, and how the compact can affect families. Parents are directed to teachers and school administrators to find out these things. An attachment contains the parent involvement section of Title I of the Improving America's Schools Act. (SLD) for data used in evaluation and how data can be prepared to meet these requirements. Evaluation data must identify and characterize the program or practice under examination. However, the proactive data collection features of warehousing data require that enough of the right kind of data be collected before any evaluation study proposal. READ's wealth of legacy data, data quality control procedures, and data management functions facilitate the school district's capacity to reach objective evaluation results. The READ data collection scheme focuses on five core database entities: student, teacher, school, program, and instructional finance. Metadata, or "data about data," is a built-in component of the system. The READ system also uses a four-stage data processing approach of: (1) collection and confirmation; (2) scrubbing and enhancement; (3) structure and storage; and (4) analysis and reporting. Scrubbing includes standardizing the naming syntax, formats, and values associated with incoming data elements. This is an essential component of preparing the data for evaluation use. The Table of Contents for the READ "Technical Manual" is attached as an outline of the detailed descriptions and definitions in the manual. (Contains five figures.) (SLD)

ED 405 376   TM 026 231

Shirley, Linda J.
Pocket Guide to Multiple Intelligences.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Intelligence; Interpersonal Competence; Kinesthetic Perception; Linguistic Competence; Mathematical Aptitude; Music; *Talent; *Teaching Methods; *Verbal Ability; Visual Perception
IDENTIFIERS- *Gardner (Howard); Intrapersonal Skills; *Multiple Intelligences

Howard Gardner's theory of multiple intelligences (1983) suggests that human cognitive competence is best described as a set of abilities, talents, or mental skills. All human beings possess each of these intelligences to some extent, but individuals differ in the levels of development and nature of their combination. The seven intelligences identified by Gardner are: verbal/linguistic, logical/mathematical, musical, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal. Applying this theory to teaching allows previously unrecognized talents and abilities related to all of these intelligences to be developed. The theory does not imply that every concept or skill needs to be taught in seven different ways, but it encourages teachers to incorporate a variety of activities into a lesson or unit. If teachers show students that there are different ways of learning by building on all of these intelligences, students find new and creative ways to learn. Each of these intelligences is reviewed, with a discussion of characteristic strengths, the application of the type of intelligence, sample assessment tools, and sample career options. (Contains 1 figure and 13 references.) (SLD)

ED 405 377   TM 026 232

(1) an exploration of some of the problems women faced upon graduating from college and returning home; (2) the practical and applied value of knowledge; (3) educational reform as a necessary step toward more fundamental political reform; (4) the value of the exchange of knowledge, skill, and experience between different nationalities and generations; and (5) the need for respecting ethnic and national diversity as a basis for Americanism and good government. Descriptions of some of the educational activities at Chicago's Hull House are also provided. (GLR)

ED 405 396 UD 030 062

Harris-Olayinka, Verda
Advancing the Mission of Education in Central Brooklyn: The Parent Opinion Survey.
PUB DATE- 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Needs; Elementary Secondary Education; *Parent Attitudes; Parent Participation; *Parent School Relationship; Parent Workshops; Public Schools; Surveys; Urban Schools
IDENTIFIERS- New York City Board of Education

This report presents results from the 1991 Parent Opinion Survey conducted in Brooklyn, New York, which sought to measure the attitudes and opinions of parents as related to their knowledge of their children's schools, their levels of interaction with the schools on behalf of their children, and their levels of involvement as parents and to discover the parents' own level of self-actualization through personal education. Major findings from 260 respondents revealed that parents were most concerned with issues of improved curriculum, namely, a multicultural curriculum and improved curriculum for college preparation and that an increased need exists for colleges to develop a curriculum to address the needs of the 31 percent of parents on fixed incomes and the anticipated 20 percent who are office service workers threatened with layoffs resulting from corporate scale downs. Parents' top choices in neighborhood school workshops include the following topics: For a Drug Free Community; African Diaspora History; Help Your Child Do Homework; Starting Your Own Business; Parents and the Public School; and Coping With Your Adolescent. The report suggests that parents have the ability to enact legislative changes that could be put into law for the optimal benefit of all children attending public schools throughout the state and the country. Appendices provide cover letters and the survey instruments in English and Spanish. (Contains 21 references.) (GLR)

ED 405 397 UD 030 073

Franklin, Barry M.
From "Backwardness" to "At-Risk": Childhood Learning Difficulties and the Contradictions of School Reform. SUNY Series on Youth Social Services, Schooling, and Public Policy.
PUB DATE- 94
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Children; Definitions;

PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; Contraception; Demography; Developed Nations; Developing Nations; *Economic Factors; *Environment; *Family Planning; Foreign Countries; Government Role; Health; *Overpopulation; Population Growth; *Population Trends; Safety; Sex Education

Population growth around the world affects Americans through its impact on economy, environment, safety, and health, and the condition of the world children will inherit. The cumulative evidence is strong that current rates of population growth pose significant and interacting risks to human well-being and are a legitimate concern for Americans. The demographic case is presented for U.S. assistance to programs that help slow population growth in developing countries. Furthermore lower rates of population growth would contribute significantly to improving people's lives. The population, which numbers about 5.8 billion people, grows by nearly 90 million people each year, and it is not physically possible for population growth to continue long at today's levels. Sixteen key reasons for slowing population growth are described under the general headings of economic development, the environment, and safety and health. "Education" is key reason number 5 (pages 23-24) under the heading of Economic Development. The U.S. government currently provides its population assistance through bilateral, nongovernmental, and multilateral channels, but growth in U.S. funding for family planning and other reproductive health services has not kept pace with demand. The 30-year U.S. effort to make contraception and related health services available worldwide is threatened by misunderstandings and misinformation. An attachment explains how to write effective letters to legislators in support of population programs. (Contains 17 graphs, 2 tables, 2 figures, and 15 references.) (SLD)

ED 405 416 UD 031 574

Kramer, Steve
Mutual Aid and Self-Help Groups in Minority Communities: A Preliminary Essay on Their Significance for High School United States History Classes Accompanied by Classroom Materials and Lesson Plans. Part I.
PUB DATE- 12 May 95
NOTE- 100p.; Paper presented in partial fulfillment of the Esther A. and Joseph Klingenstein Fellows Program, Teachers College, Columbia University, New York, NY. For Part 2 of this paper, see UD 031 575.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Blacks; *Curriculum Development; Economic Factors; *High Schools; High School Students; *Immigrants; Instructional Materials; Jews; *Minority Groups; *Self Help Programs; *United States History; Urban Areas
IDENTIFIERS- *Mutual Aid

The values of private association and self-help through individual effort have been a compelling aspect of the American philosophy. Reaffirming Americanism was not the only reason that immigrant or minority groups created mutual aid or self-help societies, however, since immediate economic and social

ED 405 434 UD 031 597

Parents Ask about School Profiles = los padres preguntan acerca del perfil escolar.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Accountability; *Compensatory Education; Disadvantaged Youth; Educational Finance; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; Federal Aid; Institutional Characteristics; Low Income Groups; *Parent Participation; Parents; Parent School Relationship; Program Evaluation; School Districts; Standards
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Improving Americas Schools Act 1994 Title I; *School Profiles

This guide, which includes both English and Spanish versions, explains that a school profile is like a report card for a school. It tells how students are achieving and what the school is doing to help all students achieve. Each school that receives money under Title I of the Improving America's Schools Act, the Federal aid program that provides extra educational services for students who are behind in school, must provide a copy of the school profile every year. Since school profiles are a new requirement, many schools are still putting their profiles together. The profile contains facts about the school, such as enrollment, student teacher ratio, and finances, as well as facts about groups of students. It can include information on the performance of individual students and of groups of students. School profiles explain testing in terms of how well students meet standards, which identify what students should be able to know and do at each grade level. Because the profile is one way to judge the quality of a school, parents should use it to get a quick picture of how the school is doing and to find out about programs the school offers, including Title I. Parents should find out how the profile is assembled, how it is interpreted, and how the information it presents is used by the school. Many of these questions can be answered by the child's teacher, and others can be answered by school administrators. (SLD)

ED 405 435 UD 031 600

Comeau, Mary T.
U.S. Racial Ideology and Immigrant/Refugee Policy: Effects on Asian-American Identity, Community Formation and Refugee Education Initiatives.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Asian Americans; Community Education; *Ideology; *Immigrants; Immigration; *Public Policy; Racial Differences; *Racial Identification; Refugees; Social

Fraas, John W.; And Others
Analyzing Data in a Repeated Measures Design: A Procedure Used To Determine If the Aggregate Data Should Be Analyzed.
PUB DATE- 5 Oct 96
NOTE- 63p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; *Data Analysis; *Evaluation Methods; Grief; Parents; Research Design; *Research Methodology
IDENTIFIERS- *Aggregation (Data); *Repeated Measures Design; Western Electric

Researchers frequently deal with data that are cyclical in nature. This paper presents a methodological procedure that can be used to determine if a roller-coaster effect exists in repeated measures data. The procedure incorporates three key components. First, the researcher may find it necessary to analyze each participant's data set separately in addition to analyzing the aggregated data of participants. In the second component, the Western Electric Zone Rules (from Western Electric's statistical quality control handbook, 1956) are used to determine which changes in the participants' scores are signals of fundamental changes in the scores and which are simply random variations. The third component is that the research must have given considerable forethought to the procedure's criteria, establishing the criterion that will be used to determine if changes constitute peaks or valleys. The researcher must also establish the alpha level that will provide a meaningful power level for the binomial test. The technique is demonstrated through the analysis of the anticipatory grief of seven parents of infants in intensive care who completed an anticipatory grief scale. Analysis through this procedure supported the roller-coaster nature of parents' anticipatory grief, and indicated that it differed across participants. (Contains 8 figures, 12 tables, and 8 references.) (SLD)

ED 405 378 TM 026 235

O'Connell, Raymond W.; Yadegari, Shireen A.
The Efficacy of the Shared Decision-Making Team as a Means for Improving Student Achievement.
PUB DATE- 23 Oct 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cooperation; Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Participative Decision Making; Standards; State Legislation; Surveys; *Teamwork
IDENTIFIERS- *New York

This study explored the efforts of shared decision-making teams (SDM) that were created by a state mandate and charged with improving student achievement in New York state. For example, under the mandate, a shared decision-making team composed of representatives from the administration, the faculty, and parents must be present in each public school building in New

Educational Administration; Educational Change; *Educational History; Elementary Secondary Education; *High Risk Students; *Learning Disabilities; Low Achievement; *Special Education; Student Placement; *Track System (Education)
IDENTIFIERS- *Reform Efforts

The joint efforts of twentieth-century public school administrators and private philanthropy in initiating reforms to provide for children with learning disabilities are examined. The development of these reforms is traced from the establishment of special classes for the backward to the creation of programs for the learning disabled. What this history tells about current efforts to provide for at-risk children is discussed with an exploration of the ways in which school administrators have conceptualized childhood learning disabilities and the institutional arrangements they have introduced to accommodate learning-disabled students. Throughout the century, the preference of school administrators has been to accommodate low achievers in segregated classrooms and programs. The experiences of Minneapolis (Minnesota) highlight the progression and demonstrate the problems that remain. Although the label has changed for these children, they are still being separated from the mainstream. (SLD)

ED 405 398 UD 031 328

Schwartz, Wendy
Hispanic Preschool Education: An Important Opportunity. ERIC/CUE Digest, Number 113.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education; *Cultural Awareness; *Hispanic Americans; Limited English Speaking; Literacy Education; Low Income Groups; *Multicultural Education; Outreach Programs; Parent Education; *Parent Participation; Poverty; *Preschool Education; *Social Services
IDENTIFIERS- ERIC Digests; Hispanic American Students

Hispanic parents have been slow to overcome their historical reluctance to turn their young children over to nonfamily members for care, but the educational boost preschool provides is particularly important for the one-quarter of Hispanic American families who are poor by Federal guidelines. This digest describes the strategies and programs specially designed to meet the early education needs of Hispanic children, and reviews efforts to recruit the children, involve their parents, provide parent education, and provide a range of social services. Persuasive and culturally sensitive recruitment strategies, especially if implemented in the parents' native language, are useful in bringing children to preschool programs of various types. Preschools that serve bilingual and multicultural students do well to draw on the children's native cultures and languages. Most early education programs emphasize literacy development, whether monolingual or bilingual. Regardless of other competencies, the teachers of nonnative English speaking children should be able to communicate in the children's home language and be sensitive to their cultural backgrounds. (Contains 24 references.) (SLD)

ED 405 399 UD 031 349

goals were significant motivations for such associations. Because studying self-help and mutual assistance groups can aid the understanding of minorities in this country, this project was undertaken with the goal of developing materials for classroom use in high school history classes. The story of Victoria Earle Matthews, a founding member of the National Conference of Colored Women in 1895 and supporter of residences for urban black women, illustrates the importance of self-help for minority groups. The Young Men's Hebrew Association of New York is another example of a self-help group at work. A historical overview of black independent schools also explores the role of mutual aid associations. Each of these essays contains a bibliography, but a general bibliography is included in Part 2 of the report, which contains classroom materials and assignments on mutual aid associations. (SLD)

ED 405 417 UD 031 575

Kramer, Steve
Classroom Assignments and Materials on Self-Help Activities and Mutual Aid Groups among Minority Communities. Part II.
PUB DATE- 12 May 95
NOTE- 240p.; Paper presented in partial fulfillment of the Esther A. and Joseph Klingenstein Fellows Program, Teachers College, Columbia University, New York, NY. For Part 1 of this paper, see UD 031 574.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Blacks; *Curriculum Development; Economic Factors; *High Schools; High School Students; *Immigrants; Instructional Materials; Jews; *Minority Groups; *Self Help Programs; *United States History; Urban Areas
IDENTIFIERS- *Mutual Aid

These materials provide documents related to the efforts of African, Jewish, Hispanic, and Asian Americans to help themselves and improve their communities through mutual assistance and self-help groups. These materials are designed for teachers of high school history. The study of self-help groups for minorities is a useful part of U.S. history and can help student understanding of minorities. The materials are related to the discussion and essays in Part 1 of the project, which introduces the mutual aid organization and provides three detailed examples of this type of association. Three pedagogical methods are suggested that have proven useful in the study of historical material. The first is the biopoem, a device for letting students break materials down into a poem that is meaningful to them personally. The second approach is the poem with two voices, and the third is choral reading. Each of the 18 assignments starts with the source of the primary document, followed by suggested uses and suggested teaching approaches. The document itself is not included if it is readily available to teachers. Otherwise, it is presented in its entirety. Teachers are urged to choose from these documents and activities to supplement high school American history courses. Contains 54 references. (SLD)

ED 405 418 UD 031 576

Weiler, Jeanne; Choonoo, John G.
Babygram Hospital Outreach Program 1994-95. Final Evaluation

Science Research; *Stereotypes; Theories
IDENTIFIERS- Indochina; *Model Minority Groups; United States

Two papers explore racial ideology and policy toward immigrants and refugees in the United States. The first paper, "Race Theory Paradigms and Immigrant/Refugee Identity and Incorporation," asserts that the United States is a race-based society in which newcomers to the country have a racial identity imposed upon them. A review of the social science literature offers evidence of the sociohistorical construction of the concepts of "race," "immigrant," and "refugee." The evolution of race theory in the United States can be examined chronologically and divided into paradigm categories of biology, ethnicity, class, nationalism, and racial formation. The prevailing racial ideology influences immigrant policy and then affects immigrants' rights and their incorporation into the host society and their access to social welfare. An example is provided in the situation of Indochinese refugees, who entered the country with the assigned unique category of "allied alien," but who have become aligned with both the Asian American model minority stereotype and stereotypes of illegal aliens. The second paper, "Collective Organization and Action around Racial Identity," discusses organizations formed by immigrant groups and their leadership in the context of U.S. immigrant policy. Indochinese refugees provide an example of the way in which resettlement assistance can lessen the role of self-help groups, even as the government funds acculturation and cultural maintenance programs. Participation by the Indochinese in pan-Asian organizations also remains limited. Implications for community education initiatives for refugees and immigrants are discussed. (Contains 164 references.) (SLD)

ED 405 436   UD 031 601

Barrios, Alfred A.
The Magic of the Mind (MOM) Program for Decreasing School Dropout.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Community Colleges; *Dropout Prevention; Dropout Programs; Dropouts; Elementary Secondary Education; Feedback; Grade Point Average; *Higher Education; Learning Strategies; Mexican Americans; Program Effectiveness; *Self Efficacy; *Stress Management

A comprehensive program for dealing with some of the key factors causing school dropout is described and evaluated. The Magic of the Mind program has four basic components, each addressing one of the following: (1) building self-efficacy in students; (2) teaching students learning skills; (3) teaching stress management to the students; and (4) building self-efficacy and stress management skills in teachers. Initial tests of the program at East Los Angeles Community College (California) with students (predominantly Mexican American) on scholastic probation have provided strong evidence of the program's effectiveness. Over a 1 and 1.5 year period, the MOM group increased an average of 3.8 grade points (grade points are equal to grade point average times units completed) and had a dropout rate of only 16% compared with the control group taught learning skills only. The control group's grade points decreased by an average of 5.45 and the dropout rate was 56%. Similar controlled studies are planned to test the program's effectiveness at the elementary through high school levels, but the program's effectiveness at these levels is already

York. The teams operate under a set of mutually developed rules with the primary purpose of improving student achievement. In most districts, SDM teams had been in operation for a school year when this survey was conducted. Researchers studied the progress of 108 high school SDM teams (59% of the 183 surveys mailed) through a brief questionnaire that asked for decisions related to the improvement of student performance and methods used to measure the results of any implemented changes. Fifty-three SDM chairpersons (49.1%) reported that their teams had made decisions that had already had an impact on student achievement, and an additional 28.7% (31) indicated that their teams had made decisions that could have an impact on student achievement in the future. The most frequently made decisions were in the area of some type of modification of the instructional program. The next most frequently reported decision was in the area of raising academic standards. About two-thirds of the chairpersons indicated that an evaluation strategy was in place to measure the effects of changes implemented. These evaluations will make it possible to see if SDM results in changes that really improve student achievement. (Contains 15 tables and 16 references.) (SLD)

ED 405 379 TM 026 245

Cox, James
Your Opinion, Please! How To Build the Best Questionnaires in the Field of Education.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; *Educational Research; Models; *Opinions; Questioning Techniques; *Questionnaires; Research Design; Researchers; Research Methodology; *Response Rates (Questionnaires); *Test Construction; Test Items; Test Use

This manual explains how to construct a questionnaire. It is intended for the novice researcher who has little experience in questionnaire construction. The first seven chapters discuss the following seven stages in questionnaire development: (1) establishing the guiding questions; (2) operationalizing and clarifying the guiding questions; (3) writing items and formatting responses; (4) conducting the alignment check; (5) writing directions; (6) categorizing respondents; and (7) marketing the questionnaire. Chapters 8 through 12 discuss the evaluation, analysis, and reporting of questionnaire data. The discussion is accompanied by a prototype questionnaire about the leadership of elementary school principals. This model is developed throughout the chapters. Attached resources A through C contain further product examples. Resource D contains a checklist for evaluating questionnaire flaws, and Resource E contains two additional examples to illustrate the first six stages of questionnaire development. (Contains six figures and two tables.) (SLD)

ED 405 380 TM 026 246

Schiel, Jeff
Student Effort and Performance on a Measure of Postsecondary Educational Development. ACT Research Report Series 96-9.
PUB DATE- Dec 96

Saito, Rebecca N.; And Others
Places To Grow. Perspectives on Youth Development Opportunities for Seven to 14 Year Old Minneapolis Youth. Final Report.
SPONS. AGENCY- Minnesota Youth Coordinating Board, Minneapolis.
PUB DATE- Oct 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; *Disadvantaged Youth; Elementary Secondary Education; Individual Development; Parent Attitudes; Participation; Program Effectiveness; Program Evaluation; Surveys; *Urban Youth; *Youth Programs
IDENTIFIERS- Minneapolis Public Schools MN; *Minnesota (Minneapolis); *Youth Development Model

This study of youth development opportunities for youth aged 7 to 14 years in Minneapolis (Minnesota) involved three phases completed between 1994 and 1995. Planning and information gathering involved interviews with 60 program providers and key informants from youth programs. A written survey of 187 program providers assesses perceived barriers and recommendations for improvement. The third phase was information gathering through surveys of 600 students in third, fifth, seventh, and eighth grades, and 604 of their parents. Minneapolis has formal youth programs, informal places for young people to meet, and nonformal activities that are neither organized nor supervised, but which may enhance the growth of young people. Youth and parents agree that there are not enough programs to meet the needs of city youth, and these programs are least available to the least advantaged. Only about half of the students in this age group in Minneapolis participate in youth development programs, largely because of barriers such as lack of transportation and lack of knowledge. The study suggests goals for the city's youth programs, with the objective of involving 80% of all youth in at least one quality youth development program by the year 2000. (Contains nine figures.) (SLD)

ED 405 400 UD 031 365

Wright, Judith, Ed.
Students at Risk. SET Special Issue.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Adolescents; Attendance; Behavior Patterns; *Disadvantaged Youth; Educational Environment; *Elementary Secondary Education; Foreign Countries; *High Risk Students; Interpersonal Relationship; Sexual Harassment; *Truancy; Violence
IDENTIFIERS- *Australia; Bullying; *New Zealand

This special issue of the serial SET for 1996 contains seven newly commissioned articles and four reprints all related to the education of children at risk. This issue includes: (1) "Students at Risk: An Overview" (Margaret Batten, Graeme Withers, and Jean Russell); (2) "Inquiry into Children in Education at Risk through Truancy and Behavioural Problems" (New Zealand House of Representatives); (3) "Tackling Bullying in Schools: The Findings from Interventions" (Mark Cleary, Peter K. Smith, and Sonia Sharp); (4) "Truancy in Adolescence"

Report.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Case Studies; *Dropouts; Early Parenthood; Federal Aid; High Schools; *High School Students; Outreach Programs; Parents; Pregnancy; *Pregnant Students; Prevention; Reentry Students; Social Services; *Student Placement
IDENTIFIERS- *Case Management

Babygram Hospital Outreach, under the administration of the Program for Pregnant and Parenting Services and in conjunction with the Health and Hospital Corporation, is a program to assist pregnant and parenting teens to return to an educational setting. With funding from the Federal School Dropout Demonstration Assistance program, Babygram began operating in four hospital sites in 1991. By 1994-95 the program had expanded to 12 sites. Babygram used a case management approach, with an educational case manager at each site to identify teens in need of services, coordinate educational activities, make referrals, and follow the progress of teens who have been referred for services. Program data came from a variety of sources, including questionnaires completed by some participants, and interviews with 28 students. Case managers were successful in meeting their central goals of identifying pregnant and parenting teens who had dropped out or were at risk of dropping out of school and placing them in educational settings. Data from 774 participants indicated that, on average, clients were 16 years old and had completed no more than ninth grade. Case managers had an average of 34 new intakes each month and made 214 referrals each month on the average. Although the majority of educational referrals resulted in placements in schools or programs, the objective to increase the number of teens placed in educational settings was not met. However, three-fourths of the teens who were referred to educational settings had positive outcomes. Recommendations are made for program improvement and improved outreach. (Contains nine tables.) (SLD)

ED 405 419 UD 031 577

Orr, Larry L.; And Others
Does Training for the Disadvantaged Work? Evidence from the National JTPA Study.
PUB DATE- 96
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disadvantaged Youth; *Educationally Disadvantaged; *Employment Patterns; Job Skills; Labor Force; *Labor Market; National Surveys; Program Effectiveness; Program Evaluation; Research Design; *Training; Urban Youth
IDENTIFIERS- *Job Training Partnership Act 1982

The Federal Government has sponsored job training for the unemployed and economically disadvantaged for more than three decades. The National Job Training Partnership Act (JTPA) study is the first evaluation of a major ongoing national program that uses a random assignment experimental design in which only program experience divides participants from nonparticipants. The JTPA analysis was based on data for more than 20,000 JTPA applicants in 16 local programs across the United States. The supported by considerable anecdotal evidence. The major reason for program success is thought to be its dramatic belief-building capabilities. By providing immediate feedback in all the techniques used, the program develops a strong belief in the ability to achieve for both students and teachers. (Contains 27 references.) (Author/SLD)

ED 405 437 UD 031 602

Ciencias en Espanol, 1995-96 (Sciences in Spanish, 1995-96). Research Report on Educational Grants.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Elementary School Students; Grade 1; Hispanic Americans; Kindergarten; *Parent Participation; Primary Education; Program Evaluation; *Science Education; Science Instruction; *Second Language Instruction; Second Language Learning; *Spanish; Staff Development; Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title VII; *Houston Independent School District TX

An elementary science program was taught in Spanish for English-speaking children to give them the opportunity to acquire second language skills through hands-on science instruction. The program included 4 classes of approximately 22 students at kindergarten and first-grade levels in the gifted and talented program at the Gary Herod Elementary School (Texas). Staff development and parent involvement were major components of the program, which has been planned to expand as students advance each year until all grades participate. A comparison with baseline data on student performance in Spanish and science indicated that students progressed beyond expectations in both science and Spanish language skills. On the Spanish assessment in May, kindergarten students appeared to be functioning approximately at age level. Survey information from students, parents, and teachers indicated that the majority were in favor of the program and the initial implementation outcomes. Six appendixes present the project newsletter and forms used in program evaluation, including surveys. (Contains one figure and five tables.) (SLD)

ED 405 438 UD 031 603

Caminos Bilingues al Exito=Bilingual Pathways to Success: A Title VII Bilingual Education Program 1995-96. Research Report on Educational Grants.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Curriculum Development; Elementary Secondary Education; Family Programs; Hispanic Americans; Inservice Teacher Education; Language Minorities; *Limited English Speaking; Literacy; *Parent Participation; Program Evaluation; *Spanish Speaking; Staff Development; Urban Schools; Urban Youth

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *College Students; Ethnic Groups; Higher Education; High School Graduates; Institutional Characteristics; Racial Differences; Scores; Sex Differences; Standardized Tests; *Student Motivation; *Test Results
IDENTIFIERS- ACT Assessment; *Collegiate Assessment of Academic Proficiency; *Effort

This study examined the relationship between student effort and performance on the Collegiate Assessment of Academic Proficiency (CAAP), a standardized measure of postsecondary educational development, while statistically controlling for American College Testing (ACT) Assessment scores, ethnicity, gender, length of time between ACT Assessment and CAAP testing, and type of institution attended. Data were analyzed for 50,786 students at 188 postsecondary institutions. Results show that students who reported giving reasonable effort while taking the test earned scores that were, on average, one-half to one and one-fourth standard deviation units higher than those of students who reported giving no effort. This occurred irrespective of students' ACT Assessment scores and other selected independent variables. (Contains four tables, six figures, and four references.) (Author/SLD)

ED 405 381 TM 026 247

Tittle, Carol Kehr
Teacher Focus, Beliefs, and Interpretations of Students' Mathematical Dispositions: Content Analysis of Think-Aloud Protocols Based on a Classroom Assessment.
PUB DATE- 10 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Case Studies; Comprehension; *Content Analysis; Geometry; *Mathematics; Problem Solving; *Protocol Analysis; Research Methodology; Secondary Education; *Student Attitudes; Student Reaction; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Mathematics Assessment Questionnaire; Self Regulation

A content analysis was conducted of think-aloud protocols of a teacher who used the Mathematics Assessment Questionnaire (MAQ) to explore the mathematical dispositions of her students. The teacher used the MAQ four times over a 2-year period with geometry students at various levels. On the first occasion, the teacher used a direct instruction model, but she changed to an alternate self-regulatory model based on a student-centered classroom for the other three classes. In addition, a nonroutine geometry problem was used for the last two administrations. After each use of the questionnaire, the teacher talked aloud to researchers while reviewing the student responses. Levels of teacher understanding of student thoughts and feelings about mathematics word problems were coded according to the usually identified levels of understanding and to the types of explanation the teacher used. The case study thus provided the opportunity to explore the teacher's thoughts about her students' responses, particularly in the situation in

(David M. Fergusson, Michael T. Lynskey, and L. John Horwood); (5) "Keeping Ourselves Safe: Who Benefits?" (Freda Briggs and Russell M. F. Hawkins); (6) "There Will Still Be Days: Profile of a Truant" (Patricia Berwick-Emms); (7) "Family Violence and Children: Their Experience, the Impact, and How Schools Can Respond" (Paula Shepherd); (8) "Sexual Harassment in School: The Public Performance of Gendered Violence" (Nan Stein); (9) "Why So Many Adolescent Girls Want To Lose Weight" (Vivienne Adair and Robyn Dixon); (10) "The Importance of Classroom Climate for At-Risk Learners" (Cecilia Pierce); and (11) "Violence in Schools: Principals' Perspectives" (Colin McCraith). Each paper contains its own notes. (SLD)

ED 405 401 UD 031 411

Eaton, Martin J.; Dembo, Myron H.
Difference in the Motivational Beliefs of Asian American and Non-Asian Students.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Behavior Patterns; *Beliefs; Cultural Differences; Ethnic Groups; Grade 9; High Schools; *High School Students; *Self Efficacy; Student Attitudes; *Student Motivation; White Students
IDENTIFIERS- *Asian American Students

This investigation explored the differences in the motivational beliefs of ninth-grade Asian American and non-Asian students. Participants were 154 Asian Americans of various ethnicities and 372 non-Asians. Student beliefs about achievement were explored through a questionnaire developed for the study. The statistical findings suggest that the differences in type of beliefs between the two groups may help to explain their achievement behavior. More specifically, Asian American students' fear of the negative consequences of academic failure best explained their performance on the achievement task, while fear of failure least explained the non-Asian students' performance. Asian American students reported significantly lower levels of situational self-efficacy beliefs than did their non-Asian counterparts. However, Asian students outperformed non-Asian students on the achievement task. The cultural belief, fear of academic failure, better explained achievement motivation for Asian Americans than did self-efficacy beliefs. A major implication of this investigation is that more attention should be given to how motivational beliefs elicit different responses in different cultural/ethnic groups. (Contains 5 tables and 85 references.) (Author/SLD)

ED 405 402 UD 031 460

Chaplin, Duncan; Hannaway, Jane
High School Employment: Meaningful Connections for At-Risk Youth.
PUB DATE- 12 Apr 96
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

16 local programs represent a broad range of programs, participants, and labor markets. Comparison of earnings, employment, and welfare receipt of JTPA participants and those who did not participate allows the estimation of JTPA impact and of what has worked and what has not. The report is divided into these sections: (1) "Background: JTPA Title II Year-Round Programs, Previous Research, and the National JTPA Study"; (2) "The 30-Month Impact and Benefit-Cost Analyses"; (3) "Study Sites, 30-Month Earnings Sample and Patterns of JTPA Enrollment and Service Receipt"; (4) "Program Impacts on the Target Groups"; (5) "Program Impacts on the Earnings of Subgroups"; (6) "Benefits and Costs of Title II Year-Round Programs"; and (7) "Interpretation and Policy Implications of the Findings." Appendixes present data sources and estimation methods. (Contains 76 exhibits, 4 appendix exhibits, and 80 references.) (SLD)

ED 405 420 UD 031 578

Wolfe, David A.; And Others
Alternatives to Violence: Empowering Youth To Develop Healthy Relationships.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Empowerment; Equal Education; Equal Opportunities (Jobs); *Interpersonal Relationship; Minority Groups; *Power Structure; *Prevention; Program Implementation; Sex Discrimination; Urban Youth; *Violence

Practical ways are presented to promote healthy and nonviolent relationships for youth, guided by the belief that prevention is cheaper and more effective than deterrence or punishment. Equality and balance are the basis of prevention efforts. It must be acknowledged that violence is ingrained in cultural expressions of power and inequality, and that it, therefore, affects women, children, and minorities most significantly. Gender dynamics must be recognized as an important part of the development of healthy rather than violent relationships. Helping youth understand the abuse of power and control in their own relationships is a workable solution to promoting more egalitarian relationships. This book and its separately published companion manual emphasize the importance of participatory education and empowerment in violence prevention. The following chapters are included: (1) "A Call for Action: Violence in the Lives of Children, Youth, and Families"; (2) "Responding to Violence"; (3) "Establishing a Commitment to Violence Prevention"; (4) "Approaching Solutions: Youth as Resources"; (5) "A Developmental Model of Relationship Violence and Abuse"; (6) "Applying the Principles: Core Ingredients of Successful Prevention Programs"; and (7) "The Youth Relationships Project." (Contains 30 illustrative boxes, 6 tables, 5 figures, and 277 references.) (SLD)

ED 405 421 UD 031 579

Rao, Digumarti Bhaskara
Encyclopaedia of Education for All. The World Conference. Volume I.
PUB DATE- 96

IDENTIFIERS- *Elementary Secondary Education Act Title VII; *Houston Independent School District TX

Caminos Bilingues al Exito (Bilingual Pathways to Success), a comprehensive Title VII Bilingual Education program was established in 1995 to serve the 17 schools of the North Area Management District of the Houston Independent School District (Texas). Through teacher training, staff development, parental involvement, and instructional program development, the "Caminos" program aims to serve the approximately 6,000 students in the North Area who are considered limited English speaking. An evaluation was conducted to fulfill Title VII reporting requirements by describing program progress during the initial implementation year. Goals were to: (1) increase the number of bilingual and biliterate graduates; (2) increase the graduation rate of language minority students; (3) increase and retain bilingual teachers and other educational personnel; (4) increase parental involvement in all participating schools; and (5) increase the literacy rate of project parents in target schools. Evaluation results indicate that program staff and teachers have begun developing curricula and learning activities for each of the project components. Teacher training activities were initiated, and parent participation was evaluated as a basis for further program development. Some delays in achieving parental involvement and family literacy objectives were due to the late start in hiring the parent/community liaison. Recommendations are made for program improvement. Four appendixes contain forms used in the evaluation. (Contains nine tables.) (SLD)

ED 405 439   UD 031 604

El Proyecto Cunningham: Dos Idiomas; Muchos Paises, 1995-96 (The Cunningham Project: Two Languages, Many Countries, 1995-96). Research Report on Educational Grants.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; *Educational Planning; Elementary School Students; Grade 1; Hispanic Americans; Kindergarten; Language Minorities; Primary Education; Program Evaluation; Program Implementation; Second Language Instruction; *Second Language Learning; *Student Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Houston Independent School District TX; *Two Way Bilingual Education

This report presents an evaluation of a two-way bilingual program in English and Spanish at the Cunningham Elementary School (Texas). The program was designed to extend and expand educational reform by shifting the instructional program at the school over the 5-year time span from a transitional bilingual program to a two-way bilingual, or dual language, education for all students. The first year was the planning year for the program, with actual implementation scheduled for the 1996-97 school year. This report describes the planning efforts and reports baseline data on student performance and participant perceptions. Eighty students were accepted into the program to start in 1996-97 in two kindergarten and two first-grade classes. The school hired and trained staff and teachers, held informational meetings, purchased instructional materials, and which her new teaching approach and new type of problem were not well understood by students. The use of types of explanation categories allowed distinctions to be made among the think-aloud episodes that were more refined than those permitted by level or content focus categories alone. (Contains 4 figures and 22 references.) (SLD)

ED 405 382 TM 026 249

Patelis, Thanos
Preliminary Results of a Multidimensional Scaling Approach to Models of Supervision.
PUB DATE- 23 Oct 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Graduate Students; Higher Education; Models; *Multidimensional Scaling; Questionnaires; *Research Methodology; Teacher Education; *Teacher Supervision

The selection of supervision models from the point of view of practitioners has become overwhelming, especially within the contextual forces of a school or school system. The purpose of this study was to use multidimensional scaling (MDS) to describe four theoretical models of teacher supervision (clinical, artistic, technical, and reflective) empirically on common dimensions. Seven graduate students in a class on supervision and the professor completed a questionnaire asking them to: (1) rate the similarity between pairs of models of supervision; and (2) rate the importance of various adjectives in describing these models. The information from this questionnaire was used to perform an MDS scaling analysis. Two dimensions were found to distinguish among the four models of supervision. An MDS approach may facilitate the development of empirically based descriptions of these various models. However, additional research would be necessary. (Contains 2 tables, 1 figure, and 15 references.) (Author/SLD)

ED 405 383 TM 026 250

Reed, Jacqueline K.
Conducting Research: Protocol for Collecting School or Student Data in a Public School System.
PUB DATE- 25 Jul 96
NOTE- 22p.; Paper presented at the National Center for Education Statistics Summer Conference (Washington, DC, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; Databases; *Data Collection; *Educational Policy; Elementary Secondary Education; Ethics; *Public Schools; Research Design; *Researchers; Research Methodology; Research Projects; *Research Proposals; School Districts
IDENTIFIERS- Parental Consent for Minors; *Prince Georges County Public Schools MD; *Protocols

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; Dropouts; Educational Attainment; *Education Work Relationship; High Risk Students; High Schools; *High School Students; *Income; Literature Reviews; Outcomes of Education; *Part Time Employment; Racial Differences; *Student Employment

Benefits and drawbacks to the employment of high school students were studied using data from the High School and Beyond Survey (HS&B). A literature review was followed by an analysis that used final samples of between 6,000 and 10,000 HS&B students depending on the regression performed. These students were sophomores in 1980 and were resurveyed 2, 4, 6, and 12 years later. The analysis suggests that working a moderate number of hours a week (15 to 29) as a sophomore in high school can be particularly beneficial for the employment and earnings of at-risk youth even 10 years after finishing high school. On the other hand, working a moderate to high number of hours increases chances of dropping out and lowers college enrollment by even more. Analysis suggests that the future earnings of those who did not work in high school might come to surpass earnings of those who did. Policy implications of the results are discussed, and the measure of "at-risk" that is used is described because it summarizes the factors likely to affect economic attainment later in life better than race or poverty status, which have been used in other research. (Contains 5 figures, 9 tables and 14 references.) (SLD)

ED 405 403 UD 031 556

Working Poor Families in the Chicago Metropolitan Area. Statistical Profile and Proceedings of the Working Poor Policy Forum (Chicago, Illinois, December 8, 1993).
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jun 94
NOTE- 15p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Blacks; *Economically Disadvantaged; *Employment Patterns; Family Income; Hispanic Americans; Job Skills; *Low Income Groups; *Poverty; Profiles; Public Policy; Urban Areas; *Urban Problems; Welfare Recipients
IDENTIFIERS- *Illinois (Chicago Metropolitan Area); *Working Poor

A statistical profile of the working poor in Chicago (Illinois) and the proceedings of the Working Poor Policy Forum held to discuss the findings of the profile are presented. In America it is supposed to be impossible to work and remain chronically poor, but in fact this is not the case. There are many ways to define the income working families need to be fully independent of any government incentive or assistance, but this project defined 150% of the official poverty line as the income criterion for defining the working poor. This was $19,011 for a family of four in Chicago. The service sector employed the largest portion of the working poor in Chicago, 55% of whom were in families headed by women. African Americans comprised 33.4% of Chicago's working poor, and Hispanics were 28.6%. Participants in the policy forum took varying positions on the issue that low wages were the predictable result of low job skills, but few disagreed that lack of skills was a problem. Participants devoted much of their attention to the problem of upgrading skills. How to enable the working poor to develop the attributes they need to take advantage of the opportunities of the future is the critical question for public policy.

NOTE- 427p.; For all five volumes of this "Encyclopedia," see UD 031 579-583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Adult Education; Conferences; Educationally Disadvantaged; *Elementary Secondary Education; *Equal Education; Foreign Countries; *International Education
IDENTIFIERS- *Framework for Action To Meet Basic Learning Needs; United Nations; *World Declaration on Education for All

Several international agencies related to the United Nations and the World Bank convened the World Conference on Education for All in Jomtein, Thailand, March 5 through 9, 1990. The 1,500 conference participants adopted two texts, the "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs." This series presents reports on several conferences and initiatives related to the implementation of these documents and efforts at putting them into effect. This volume discusses the initial conference. The first part explains the reasons for the conference and the global educational needs that concerned participants. The second, third, and fourth parts of the volume are based on the papers, statements, and audiovisual materials presented during the 48 thematic and illustrative roundtables of the conference. The central themes of the three parts are: (1) the purpose and context of education for all; (2) the expanded vision of education for all; and (3) the requirements of education for all. The final section of this volume presents the two conference documents in their entirety as a global consensus on the importance of education for all. (Contains eight figures.) (SLD)

ED 405 422   UD 031 580

Rao, Digumarti Bhaskara
Encyclopaedia of Education for All. The EFA-9 Summit. Volume II.
PUB DATE- 96
NOTE- 329p.; For all five volumes of this "Encyclopedia," see UD 031 579-583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Adult Education; Conferences; *Developing Nations; Educationally Disadvantaged; *Elementary Secondary Education; *Equal Education; Foreign Countries; International Education; Resource Allocation
IDENTIFIERS- *Framework for Action To Meet Basic Learning Needs; United Nations; *World Declaration on Education for All

Several international agencies related to the United Nations and the World Bank convened the World Conference on Education for All in Jomtein, Thailand, March 5 through 9, 1990. The 1,500 conference participants adopted two texts, the "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs." This series presents reports on several conferences and initiatives related to the implementation of these documents and efforts at putting them into effect. This volume discusses the Education for All Summit (EFA-9) in New Delhi (India), December 12-16, 1993, at which participants from nine high-population developing nations (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan) reaffirmed their commitment to make primary education universal and to expand learning opportunities for children and adults. The complete texts of the background papers and descriptions of discussion panels are selected students. The majority of the 48 parents responding to the initial survey agreed that they were pleased with the bilingual program, and the majority of the teachers expected the program to help students and agreed that a bilingual education was important for these students. Five appendixes present the forms used in the evaluation and program budget data. (Contains seven tables and five references.) (SLD)

ED 405 440   UD 031 605

Adelante con Ganas!: A Title VII Transitional Bilingual Program in Burbank Middle School 1993-96. Research Report on Educational Grants.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Hispanic Americans; Intermediate Grades; Junior High Schools; Language Minorities; *Limited English Speaking; Middle Schools; Parent Participation; Program Evaluation; Social Support Groups; *Spanish; Student Attitudes; Surveys; *Transitional Programs; Urban Schools; Urban Youth
IDENTIFIERS- *Elementary Secondary Education Act Title VII; *Houston Independent School District TX

"Adelante...con Ganas!" (Forward...with Enthusiasm) was a 3-year transitional bilingual program implemented at Burbank Middle School in the Houston Independent School District (Texas). The program consisted of three levels of bilingual instruction, from preliterate through intermediate, in which students were placed following state and district guidelines. Instruction in this program was designed for students with little or no English facility, including limited English proficient students with little or no formal schooling. An evaluation involved analysis of 3 years of program data regarding students' standardized test scores, staff surveys, parent surveys, student surveys, and class observations. The findings indicate that 269 students enrolled in the program in the 3 years. Students in the program made significant progress in mathematics and Spanish reading. At the end of the first year of instruction, English oral proficiency of students was still at the "nonspeakers" level, although measurable gains were made. All participants in the program, including students, teachers, and parents, were very satisfied with all program components. Evaluation findings also suggest that contributions to program success came through external support, the learning context, and the social-emotional context. Recommendations are made for program improvement. Four appendixes present the survey forms used in the evaluation. (Contains 18 tables and 4 references.) (SLD)

ED 405 441   UD 031 606

Emergency Immigrant Education Program (EIEP) 1995-96. Research Report on Educational Programs.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary

The Prince George's County Public School District is a multiculturally diverse district in Maryland serving a heterogeneous population of students, most of whom are black (70.3%) and many of whom qualify for free or reduced-price meals (40%). The school system welcomes the opportunity to participate in research projects, but has acknowledged its obligation to protect the privacy and respect the learning of its students. The Board of Education has established a formal protocol researchers must follow to collect student and school data and has set up research application policies and a research application database. The School Board policy governs internal and external student data collection activities. This paper explains the policy and process to those who wish to conduct research in one of the nation's largest and most diverse school districts. At least 30 days before the proposed start of the study, the researcher must submit an application and research proposal that includes a parental consent form. The school district's Office of Research, Evaluation, and Accountability reviews the application and consults with professional staff as needed. Applications are entered into the school district's research database. Approval depends on respect for the confidentiality of students and parents and the school district's available resources. Attachments include the policy statement, the application form, a concerns and hazards statement, and other forms to support the application process. (Contains three figures.) (SLD)

ED 405 384 UD 028 639

Pan American Educational Resources & Cultural Materials.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Art; Audiovisual Aids; *Bilingual Instructional Materials; *Childrens Literature; *Cultural Education; *Educational Resources; Elementary Secondary Education; English; History; Music; Public Schools; *Resource Materials; *Spanish; Urban Schools
IDENTIFIERS- New York City Board of Education

This publication is a bibliography listing the authors, titles, publishers, and publication dates of Pan American educational resources and cultural materials in Spanish and English for staff in the New York City public schools bilingual programs. In particular, the bibliography lists materials concerning Mexico, the Central and South American nations, and Indian cultures from those regions. The document is divided into sections on the following categories: (1) children's literature (44 items); (2) history and culture (122 items); (3) literature (120 items); (4) art and music (33 items); (5) biographies (20 items); and (6) 26 other items. A list gives the titles and outlines the contents of 50 phonographic recordings. Also listed are the titles of 8 sets of pictures, 2 cards, 10 kits, and 44 videocassettes. (JB)

ED 405 385 UD 029 365

Romines, Kenneth R.
How Proactive Parent-School Involvement Changes Educational Opportunities for At-Risk Children. 1987-1991 Report.
SPONS. AGENCY- Zellerbach Family Fund, San Francisco, Calif.
PUB DATE- 92
NOTE- 30p.

(Contains one table and five figures.) (SLD)

ED 405 404 UD 031 557

Wang, Margaret C., Ed.
Developing Strategies for Improving Education in the Inner Cities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Change; *Educational Improvement; Educational Policy; Educational Practices; Elementary Secondary Education; Government Role; *Incentives; *Inner City; Performance Factors; Policy Formation; *Research Utilization; Teacher Education; *Teaching Methods; *Urban Education

This special serial issue is based on the proceedings of an invitational conference on "Next Steps in Inner-City Education" held in Racine (Wisconsin) in October 1995. The three articles in this publication attempt to offer effective and practical recommendations for educational practitioners and policy makers who seek to transform the country's educational institutions. All three articles stress that the problems of education and learning in urban schools are urgent, and that there is a substantial knowledge base that can be used to improve the U.S. capacity for education in urban communities. The first article, "Support Systems for Children, Youth, Families, and Schools in Inner-City Situations" by Sharon L. Kagan, emphasizes that structural, organizational, and pedagogical reforms are needed to achieve the sweeping changes needed for improved urban education. "Why What Works Doesn't in Teacher Education" by Mark A. Smylie and Joseph Kahne notes that research can inform and support the work of teachers in many diverse ways. It may be more difficult to apply research to inner-city schools, but the effort must be made. The third article, "Using Performance Incentives To Improve the Outcomes of Disadvantaged Students" by Eric A. Hanushek advocates performance incentives to bring about educational improvement in the cities. The Federal government and businesses must participate in efforts for improvement. Properly designed performance incentives may encourage the ingenuity needed to develop effective programs for advantaged and disadvantaged students. (SLD)

ED 405 405 UD 031 558

National Standards for Parent/Family Involvement Programs.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication (Thought Transfer); Community Involvement; Cooperation; *Educational Change; Elementary Secondary Education; *Family Involvement; *Parenting Skills; *Parent Participation; Participative Decision Making; *Standards; Volunteers
IDENTIFIERS- Educational Indicators; Parent Teacher Association

The National Parent Teacher Association (PTA) has developed standards for parent and family involvement in education in conjunction with the National Coalition for Parent Involvement included, with a final report on the EFA-9 summit. Two appendixes present the texts of the two seminal documents. The sections are titled: (1) "Education for All in the Nine High-Population Countries: Analysis and Synthesis"; (2) "Popular Participation. Mobilisation and Decentralisation for Education for All"; (3) "External and Internal Resource Mobilisation for Education for All"; (4) "The District Primary Education Programme: An Onward March"; (5) "EFA-9 Summit Panel Proceedings"; and (6) "EFA-9 Summit Final Report." (Contains eight tables and eight figures.) (SLD)

ED 405 423 UD 031 581

Rao, Digumarti Bhaskara
Encyclopaedia of Education for All. Quality Education for All. Volume III.
PUB DATE- 96
NOTE- 239p.; For all five volumes of this "Encyclopedia," see UD 031 579-583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Adult Education; Conferences; *Developing Nations; Educationally Disadvantaged; Educational Quality; *Elementary Secondary Education; *Equal Education; Followup Studies; Foreign Countries; International Education; Resource Allocation
IDENTIFIERS- *Framework for Action To Meet Basic Learning Needs; United Nations; *World Declaration on Education for All

Several international agencies related to the United Nations and the World Bank convened the World Conference on Education for All in Jomtein, Thailand, March 5 through 9, 1990. The 1,500 conference participants adopted two texts, the "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs." This series presents reports on several conferences and initiatives related to the implementation of these documents and efforts at putting them into effect. This volume discusses the meetings of the International Consultative Forum on Education for All, the global mechanism established to follow up efforts based on the 1990 conference. The first meeting in Paris (France) in 1991 focused on the prospects of providing universal access to primary education, making clear the interconnectedness of quality and quantity in education. The second meeting, in New Delhi (India) in 1993, considered issues in quality education for all and reviewing the widespread dissatisfaction with the poor quality of much basic education today. The Forum has issued two reports, "Status and Trends" in 1993 and 1994 to explain progress in different countries. This volume presents these two reports and the Forum's brochure "Educating People: Improving Chances Expanding Choices." Appendixes contain the initial documents on education for all from the 1990 conference. (Contains 7 tables and 38 figures.) (SLD)

ED 405 424 UD 031 582

Rao, Digumarti Bhaskara
Encyclopaedia of Education for All. Planning and Monitoring. Volume IV.
PUB DATE- 96
NOTE- 156p.; For all five volumes of this "Encyclopedia," see UD 031 579-583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Education; Hispanic Americans; *Immigrants; Language Minorities; *Limited English Speaking; Mathematics; *Parent Participation; Program Development; Reading; *Test Results; Urban Schools; Urban Youth; Writing (Composition)
IDENTIFIERS- *Houston Independent School District TX; Texas Assessment of Academic Skills

The Emergency Immigrant Education Program of the Houston Independent School District (Texas) was intended to provide services to help immigrant children achieve a satisfactory level of academic performance. A total of 12,135 eligible immigrant students were identified in the Houston schools through October 1995, an increase of 149% above the number for the previous year. An evaluation assessed the identification of eligible immigrant students and the implementation of the services these students received during the 1995-96 school year. In addition, standardized achievement test data represented by scores on the Texas Assessment of Academic Skills (TAAS) for immigrant students were provided to determine the impact of EIEP on the academic progress of eligible students. Compared to TAAS performance in the previous year, the percent passing reading decreased from 58% to 41%, the percent passing writing decreased from 55% to 32%, and the percent passing the mathematics test increased from 39% to 44%. Recommendations are made for program improvement, focusing on teacher training, parent participation, and strengthened instructional services. In addition, it was recommended that the immigrant program staff assess services for limited English proficient students whose home language is other than Spanish. Five appendixes present tables of student achievement data. (Contains 2 figures, 10 tables, 5 appendix tables, and 17 references.) (SLD)

ED 405 442 UD 031 607

Title I Migrant Education Program 1995-96. Research Report on Educational Programs.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Compensatory Education; Counseling; *Delivery Systems; Disadvantaged Youth; Elementary Secondary Education; Enrollment; Hispanic Americans; *Limited English Speaking; Migrant Programs; *Migrant Youth; Parent Participation; Program Evaluation; Program Implementation; Test Results
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Houston Independent School District TX; Texas Assessment of Academic Skills

Title I of the Elementary and Secondary Education Act was amended in 1996 to authorize funding for the Title I Migrant Education program to provide educational and counseling assistance to eligible children of migratory farm and fishery workers. An evaluation was conducted of the implementation of the migrant education program in the Houston Independent School District (Texas). A total of 1,124 eligible migrant students was identified in the Houston schools, an increase of 52% over the previous year's enrollment of 741 migrant students. The increase was attributed to the program's active search for migrant students. Migrant recruitment specialists recorded 10,307 activities in 1995-96, and the parent/student coordinator provided 1,015 service contacts and activities. Of the 1,124 migrant students, 70% were also limited English

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Annual Reports; Data Collection; Elementary Secondary Education; Ethnic Groups; *High Risk Students; Leadership Training; Low Income Groups; Mathematics Education; Parent Empowerment; *Parents as Teachers; Parent School Relationship; *Parent Workshops; Program Evaluation; Science Education; Tables (Data)

This report reviews 5 years of work involving the Parent Empowerment Project (PEP) and also examines the results of a study that was undertaken to plot the changes in school performance of at-risk children and youth that have occurred since their parents became involved with PEP. It includes: (1) a summary of the demographics and characteristics of PEP participants; (2) an analysis of the similarities and differences in the 1990-1991 support groups and those of prior years; (3) a summary of the progress of the leadership training component of PEP; (4) a progress report and description of the Family Math and Family Science Workshops; (5) the status of how PEP is preparing to become self-sufficient after the private funding is complete next year; (6) new developments in PEP; (7) reflections on what continues to be learned from working with PEP; and (8) the initial report of research into whether parents' PEP participation affects their children's academic performance and chances of staying in school. Appendices include a description of the family math and science curricula, a copy of the PEP questionnaire, and an outline of the PEP Parent Leadership Curriculum. (GLR) in Education and in keeping with the National Education Goals of 1990. These standards are research-based and grounded in sound educational philosophy and practical experience. The standards, each of which is discussed in detail, are: (1) Communicating--Communication between home and school is regular, two- way, and meaningful; (2) Parenting--Parenting skills are promoted and supported; (3) Student Learning--Parents play an integral role in assisting student learning; (4) Volunteering--Parents are welcome in the school and their support and assistance are sought; (5) School Decision Making and Advocacy--Parents are full partners in decisions that affect children and their families; and (6) Collaborating with Community--Community resources are used to strengthen schools, families, and student learning. The research that led to the development of these standards is summarized. Research studies indicate that although the six program standards are closely related, each produces distinct and often unique gains for students, parents, and schools. Sample applications for putting each idea into practice accompany each program standard. Six appendixes include a checklist for quality indicators, an action plan worksheet, advice for developing a family involvement policy, a model policy, a bibliography, and acknowledgments. (Contains 19 references.) (SLD)

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Adult Education; Conferences; Developing Nations; Educational Assessment; Educationally Disadvantaged; *Educational Planning; Educational Quality; *Elementary Secondary Education; *Equal Education; Followup Studies; Foreign Countries; International Education; Resource Allocation
IDENTIFIERS- *Framework for Action To Meet Basic Learning Needs; Monitoring; United Nations; *World Declaration on Education for All

Several international agencies related to the United Nations and the World Bank convened the World Conference on Education for All in Jomtein, Thailand, March 5 through 9, 1990. The 1,500 conference participants adopted two texts, the "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs." This series presents reports on several conferences and initiatives related to the implementation of these documents and efforts at putting them into effect. This volume discusses the second of two regional workshops (Chiangrai, Thailand, May 1993) on national plans for education for all, summarizing the details about the preparation of national plans for six countries: Bangladesh, China, India, Nepal, Pakistan, and Papua New Guinea. Also included is a report of a group established to follow up the monitoring and information systems established for these plans. One of the most difficult problems in education for all is the assessment of achievements and progress in the implementation of strategies. Two appendixes present the documents of the original 1990 conference on education for all. (Contains one table and three figures.) (SLD)

ED 405 425   UD 031 583

Rao, Digumarti Bhaskara
Encyclopaedia of Education for All. The Indian Scenario. Volume V.
PUB DATE- 96
NOTE- 250p.; For all five volumes of this "Encyclopedia," see UD 031 579-583.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adult Education; Conferences; Developing Nations; Educational Assessment; Educationally Disadvantaged; *Educational Planning; Educational Quality; *Elementary Secondary Education; *Equal Education; Followup Studies; Foreign Countries; International Education; Program Implementation; Resource Allocation
IDENTIFIERS- Framework for Action To Meet Basic Learning Needs; *India; Monitoring; United Nations; *World Declaration on Education for All

Several international agencies related to the United Nations and the World Bank convened the World Conference on Education for All in Jomtein, Thailand, March 5 through 9, 1990. The 1,500 conference participants adopted two texts, the "World Declaration on Education for All" and the "Framework for Action To Meet Basic Learning Needs." This series presents reports on several conferences and initiatives related to the implementation of these documents and efforts at putting them into effect. This volume discusses the initiatives taken by India in support of universal primary education and improved access to education for children and adults. The first section discusses the general principles of education for all and the conferences that have defined broad objectives for education. Part 2 considers "Education for All--The Indian Context," with proficient. Passing rates of migrant students in 1995-96 on the English examination of the Texas Assessment of Academic Skills decreased in reading from 53% to 50%, decreased in writing from 56% to 45%, and increased in mathematics from 35% to 45%. Recommendations for program improvement include improved records management, improved curriculum and strengthened instruction, and better efforts for parent involvement. One appendix is a chart of program enrollment, and the other is a chart describing program counseling services. (Contains 10 tables and 12 references.) (SLD)

ED 405 443 UD 031 608

Compartiendo Culturas/Sharing Cultures: A Title VII Two-Way Bilingual Program at Herod Elementary School 1995-96. Research Report on Educational Grants.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; *Cultural Awareness; Cultural Differences; English; Hispanic Americans; Language Minorities; *Limited English Speaking; Primary Education; Second Language Instruction; *Second Language Learning; Spanish; Urban Schools; Urban Youth
IDENTIFIERS- Elementary Secondary Education Act Title VII; *Houston Independent School District TX; *Two Way Bilingual Education

This report describes a program that was designed to end the isolation typically experienced by language minority students in traditional bilingual education and to provide language majority students the opportunity to acquire proficiency in a second language. The program served 4 classes of approximately 22 students each (85 students) in kindergarten through grade 3, with one grade level to be added each year until a longitudinal and comprehensive two-way developmental bilingual program exists through grade 5. Each participating class was composed of about 50% native speakers of Spanish and 50% native speakers of English. Each language was used as the medium for instruction about half the time, with language mixing in the classroom avoided. Data from the first 2 years of the program indicate that substantial progress was made toward the program's 3-year goals for program participants in both oral language proficiency and content area achievement. In content areas, students of limited English and limited Spanish proficiency performed at or above grade level or showed growth. Parents were very satisfied with the language classes offered. An appendix provides a checklist for project goals. (Contains one figure, eight tables, and five references.) (SLD)

ED 405 444 UD 031 609

Bilingual Education and ESL Programs 1995-96. Research Report on Educational Programs.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Curriculum Development; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Language Minorities; *Limited English Speaking; Mathematics; Program

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SE - Science, Mathematics, ans Environmental Education (continue)

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SO - Social Studies/Social Science Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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TM - Assessment and Evaluation

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TM026245	ED405379//
TM026246	ED405380
TM026247	ED405381
TM026249	ED405382
TM026250	ED405383

UD - Urban Education

UD028639	ED405384
UD029365	ED405385
UD029487	ED405386
UD029543	ED405387
UD029544	ED405388
UD029575	ED405389
UD029845	ED405390
UD029877	ED405391//
UD029894	ED405392
UD029972	ED405393
UD029973	ED405394
UD030034	ED405395//
UD030062	ED405396

CS012728	ED404629//
CS012729	ED404630
CS012730	ED404631
CS012732	ED404632
CS012733	ED404633
CS012734	ED404634
CS012735	ED404635
CS012736	ED404636
CS214355	ED404637
CS215729	ED404638//
CS215730	ED404639
CS215731	ED404640//
CS215732	ED404641
CS215733	ED404642
CS215734	ED404643
CS215735	ED404644
CS215736	ED404645
CS215737	ED404646
CS215738	ED404647
CS215739	ED404648
CS215740	ED404649
CS215741	ED404650//
CS215742	ED404651
CS215746	ED404652
CS215747	ED404653//
CS215748	ED404654//
CS215749	ED404655
CS215750	ED404656
CS215751	ED404657
CS215752	ED404658
CS215753	ED404659
CS215754	ED404660//
CS215755	ED404661
CS215756	ED404662
CS215758	ED404663
CS215760	ED404664//
CS215761	ED404665//
CS215763	ED404666//
CS215764	ED404667//
CS215766	ED404668
CS215767	ED404669
CS215768	ED404670
CS215769	ED404671
CS215770	ED404672
CS215771	ED404673
CS215776	ED404674
CS215781	ED404675
CS215783	ED404676//
CS509420	ED404677//
CS509427	ED404678
CS509428	ED404679
CS509429	ED404680
CS509430	ED404681
CS509432	ED404682
CS509433	ED404683
CS509434	ED404684
CS509435	ED404685
CS509436	ED404686//
CS509437	ED404687//
CS509438	ED404688
CS509439	ED404689
CS509440	ED404690
CS509441	ED404691
CS509442	ED404692

UD030073	ED405397//
UD031328	ED405398
UD031349	ED405399
UD031365	ED405400
UD031411	ED405401
UD031460	ED405402
UD031556	ED405403
UD031557	ED405404
UD031558	ED405405
UD031559	ED405406
UD031560	ED405407
UD031561	ED405408
UD031562	ED405409
UD031563	ED405410//
UD031565	ED405411//
UD031568	ED405412//
UD031569	ED405413//
UD031570	ED405414//
UD031572	ED405415
UD031574	ED405416
UD031575	ED405417
UD031576	ED405418
UD031577	ED405419//
UD031578	ED405420//
UD031579	ED405421//
UD031580	ED405422//
UD031581	ED405423//
UD031582	ED405424//
UD031583	ED405425//
UD031584	ED405426
UD031585	ED405427
UD031587	ED405428
UD031588	ED405429
UD031589	ED405430
UD031591	ED405431
UD031593	ED405432
UD031595	ED405433
UD031597	ED405434
UD031600	ED405435
UD031601	ED405436
UD031602	ED405437
UD031603	ED405438
UD031604	ED405439
UD031605	ED405440
UD031606	ED405441
UD031607	ED405442
UD031608	ED405443
UD031609	ED405444
UD031610	ED405445
UD031614	ED405446
UD031615	ED405447
UD031616	ED405448
UD031617	ED405449

CS509443	ED404693
CS509444	ED404694
CS509445	ED404695
CS509446	ED404696
CS509447	ED404697
CS509448	ED404698
CS509449	ED404699
CS509450	ED404700
CS509451	ED404701
CS509453	ED404702
CS509454	ED404703
CS509455	ED404704
CS509456	ED404705
CS509458	ED404706//
CS509461	ED404707
CS509464	ED404708

EA - Educational Management

EA024137	ED404709
EA024163	ED404710
EA024176	ED404711
EA024180	ED404712
EA024755	ED404713
EA024759	ED404714
EA024831	ED404715
EA024981	ED404716
EA025044	ED404717
EA025370	ED404718
EA025418	ED404719
EA025722	ED404720
EA025740	ED404721
EA025976	ED404722
EA027774	ED404723
EA027898	ED404724
EA027899	ED404725
EA028178	ED404726
EA028221	ED404727
EA028223	ED404728
EA028225	ED404729
EA028226	ED404730
EA028227	ED404731
EA028228	ED404732
EA028230	ED404733//
EA028232	ED404734
EA028233	ED404735
EA028234	ED404736
EA028235	ED404737
EA028236	ED404738
EA028237	ED404739
EA028238	ED404740
EA028239	ED404741
EA028240	ED404742
EA028242	ED404743
EA028243	ED404744
EA028246	ED404745
EA028247	ED404746
EA028250	ED404747
EA028251	ED404748
EA028253	ED404749
EA028254	ED404750
EA028256	ED404751
EA028257	ED404752
EA028259	ED404753

EA028260	ED404754
EA028261	ED404755
EA028262	ED404756//
EA028263	ED404757
EA028270	ED404758
EA028271	ED404759
EA028272	ED404760
EA028273	ED404761
EA028274	ED404762
EA028275	ED404763
EA028277	ED404764
EA028281	ED404765
EA028410	ED404766

EC - Disabilities and Gifted Education

EC305191	ED404767
EC305192	ED404768
EC305193	ED404769
EC305194	ED404770
EC305195	ED404771
EC305196	ED404772
EC305197	ED404773
EC305241	ED404774//
EC305242	ED404775
EC305243	ED404776
EC305244	ED404777
EC305245	ED404778//
EC305246	ED404779//
EC305264	ED404780
EC305265	ED404781
EC305266	ED404782
EC305267	ED404783
EC305268	ED404784
EC305288	ED404785
EC305290	ED404786
EC305291	ED404787
EC305292	ED404788
EC305293	ED404789
EC305294	ED404790
EC305295	ED404791
EC305296	ED404792
EC305297	ED404793
EC305298	ED404794//
EC305313	ED404795
EC305314	ED404796
EC305315	ED404797
EC305316	ED404798
EC305317	ED404799
EC305318	ED404800
EC305319	ED404801
EC305320	ED404802
EC305321	ED404803
EC305322	ED404804
EC305323	ED404805
EC305324	ED404806
EC305325	ED404807
EC305326	ED404808
EC305327	ED404809
EC305328	ED404810
EC305329	ED404811
EC305330	ED404812
EC305331	ED404813
EC305332	ED404814

EC305333	ED404815
EC305334	ED404816
EC305335	ED404817
EC305336	ED404818
EC305337	ED404819
EC305338	ED404820
EC305339	ED404821
EC305340	ED404822
EC305344	ED404823
EC305345	ED404824
EC305346	ED404825
EC305347	ED404826
EC305348	ED404827
EC305363	ED404828
EC305364	ED404829
EC305392	ED404830
EC305393	ED404831
EC305394	ED404832
EC305395	ED404833
EC305396	ED404834
EC305397	ED404835
EC305407	ED404836
EC305408	ED404837
EC305438	ED404838
EC305439	ED404839
EC305440	ED404840

FL - Language and Linguistics

FL021433	ED404841
FL021662	ED404842
FL021673	ED404843
FL021837	ED404844
FL022145	ED404845
FL022158	ED404846
FL022393	ED404847
FL022394	ED404848
FL023309	ED404849
FL023972	ED404850
FL024199	ED404851
FL024396	ED404852
FL024401	ED404853
FL024413	ED404854
FL024414	ED404855
FL024416	ED404856
FL024417	ED404857
FL024418	ED404858
FL024420	ED404859
FL024421	ED404860
FL024422	ED404861
FL024423	ED404862
FL024424	ED404863
FL024426	ED404864
FL024427	ED404865
FL024428	ED404866
FL024429	ED404867
FL024430	ED404868
FL024431	ED404869
FL024432	ED404870
FL024433	ED404871
FL024435	ED404872
FL024436	ED404873//
FL024437	ED404874
FL024438	ED404875

FL024440	ED404876
FL024442	ED404877
FL024446	ED404878
FL024447	ED404879
FL024449	ED404880//
FL024450	ED404881//
FL024451	ED404882
FL024460	ED404883
FL024461	ED404884
FL024462	ED404885
FL024463	ED404886
FL024464	ED404887

HE - Higher Education

HE025817	ED404888
HE026511	ED404889
HE027258	ED404890//
HE027269	ED404891
HE027706	ED404892
HE027710	ED404893
HE029699	ED404894
HE029771	ED404895
HE029772	ED404896
HE029901	ED404897
HE029902	ED404898
HE029903	ED404899
HE029904	ED404900
HE029905	ED404901
HE029906	ED404902
HE029907	ED404903
HE029908	ED404904
HE029909	ED404905
HE029910	ED404906//
HE029911	ED404907
HE029912	ED404908
HE029914	ED404909
HE029915	ED404910
HE029916	ED404911
HE029917	ED404912//
HE029918	ED404913//
HE029919	ED404914//
HE029920	ED404915
HE029921	ED404916//
HE029922	ED404917
HE029923	ED404918
HE029924	ED404919
HE029925	ED404920
HE029926	ED404921
HE029927	ED404922
HE029928	ED404923
HE029929	ED404924
HE029930	ED404925
HE029931	ED404926
HE029932	ED404927
HE029933	ED404928
HE029934	ED404929
HE029935	ED404930
HE029936	ED404931
HE029940	ED404932
HE029948	ED404933
HE029949	ED404934
HE029950	ED404935
HE029951	ED404936

HE029952	ED404937
HE029953	ED404938
HE029954	ED404939
HE029955	ED404940
HE029956	ED404941
HE029957	ED404942
HE029958	ED404943
HE029959	ED404944
HE029960	ED404945
HE029962	ED404946
HE029963	ED404947
HE029964	ED404948
HE029965	ED404949
HE029966	ED404950
HE029967	ED404951
HE029968	ED404952
HE029969	ED404953
HE029970	ED404954
HE029971	ED404955
HE029972	ED404956
HE029975	ED404957//
HE029981	ED404958
HE029982	ED404959
HE029983	ED404960//
HE029984	ED404961
HE029985	ED404962
HE029989	ED404963
HE029993	ED404964//
HE029994	ED404965//
HE029995	ED404966//
HE030010	ED404967//
HE030011	ED404968
HE030012	ED404969
HE030013	ED404970
HE030014	ED404971
HE030015	ED404972
HE030016	ED404973
HE030017	ED404974
HE030018	ED404975
HE030019	ED404976
HE030020	ED404977
HE030021	ED404978

IR - Information and Technology

IR015999	ED404979
IR016468	ED404980
IR018195	ED404981
IR018237	ED404982
IR018241	ED404983
IR018242	ED404984
IR018243	ED404985
IR018244	ED404986//
IR018246	ED404987
IR018281	ED404988
IR018282	ED404989
IR018283	ED404990
IR018284	ED404991
IR018285	ED404992
IR018287	ED404993
IR018288	ED404994
IR054498	ED404995
IR054838	ED404996//
IR054894	ED404997

IR055063	ED404998
IR055074	ED404999
IR056134	ED405000
IR056280	ED405001
IR056281	ED405002
IR056322	ED405003//
IR056326	ED405004//
IR056327	ED405005
IR056328	ED405006
IR056329	ED405007
IR056330	ED405008//
IR056332	ED405009//

JC - Community Colleges

JC930486	ED405010
JC940014	ED405011
JC940015	ED405012
JC940484	ED405013
JC940562	ED405014
JC970068	ED405015
JC970069	ED405016
JC970070	ED405017
JC970071	ED405018
JC970072	ED405019
JC970079	ED405020
JC970127	ED405021
JC970128	ED405022
JC970129	ED405023
JC970130	ED405024
JC970131	ED405025
JC970132	ED405026
JC970133	ED405027
JC970134	ED405028
JC970135	ED405029
JC970136	ED405030
JC970137	ED405031
JC970138	ED405032
JC970139	ED405033
JC970140	ED405034
JC970141	ED405035
JC970142	ED405036
JC970147	ED405037
JC970148	ED405038
JC970149	ED405039
JC970159	ED405040
JC970160	ED405041
JC970161	ED405042
JC970162	ED405043
JC970163	ED405044
JC970165	ED405045
JC970166	ED405046
JC970167	ED405047
JC970169	ED405048
JC970170	ED405049
JC970171	ED405050
JC970174	ED405051
JC970176	ED405052
JC970178	ED405053
JC970179	ED405054
JC970181	ED405055
JC970184	ED405056
JC970216	ED405057
JC970217	ED405058

JC970218	ED405059
JC970219	ED405060
JC970220	ED405061
JC970223	ED405062
JC970224	ED405063
JC970225	ED405064
JC970228	ED405065
JC970229	ED405066
JC970230	ED405067

PS - Elementary and Early Childhood Education

PS021692	ED405068
PS022210	ED405069
PS022371	ED405070
PS022372	ED405071
PS022668	ED405072
PS023209	ED405073
PS023448	ED405074
PS023877	ED405075
PS023878	ED405076
PS024642	ED405077
PS024775	ED405078
PS024787	ED405079
PS024789	ED405080
PS024790	ED405081
PS024929	ED405082
PS024930	ED405083
PS024938	ED405084
PS024941	ED405085//
PS024942	ED405086//
PS024943	ED405087
PS024952	ED405088
PS025000	ED405089
PS025017	ED405090
PS025027	ED405091
PS025028	ED405092
PS025030	ED405093//
PS025032	ED405094
PS025036	ED405095
PS025038	ED405096
PS025047	ED405097
PS025050	ED405098
PS025051	ED405099
PS025052	ED405100
PS025053	ED405101
PS025054	ED405102
PS025055	ED405103
PS025056	ED405104
PS025057	ED405105
PS025058	ED405106
PS025059	ED405107
PS025060	ED405108
PS025061	ED405109
PS025062	ED405110
PS025069	ED405111
PS025074	ED405112
PS025093	ED405113
PS025094	ED405114
PS025095	ED405115
PS025096	ED405116
PS025098	ED405117//
PS025104	ED405118//
PS025114	ED405119

PS025122	ED405120//
PS025124	ED405121//
PS025128	ED405122
PS025130	ED405123
PS025131	ED405124
PS025132	ED405125
PS025133	ED405126//
PS025134	ED405127
PS025139	ED405128
PS025140	ED405129
PS025141	ED405130
PS025143	ED405131
PS025144	ED405132
PS025145	ED405133//
PS025146	ED405134//
PS025148	ED405135
PS025149	ED405136//
PS025150	ED405137
PS025152	ED405138
PS025155	ED405139
PS025158	ED405140
PS025159	ED405141
PS025163	ED405142
PS025164	ED405143
PS025174	ED405144//
PS025204	ED405145//

RC - Rural Education and Small Schools

RC020827	ED405146
RC020860	ED405147
RC020861	ED405148
RC020864	ED405149
RC020865	ED405150
RC020868	ED405151
RC020897	ED405152
RC020931	ED405153
RC020938	ED405154//
RC020941	ED405155
RC020942	ED405156//
RC020943	ED405157
RC020944	ED405158
RC020945	ED405159
RC020946	ED405160
RC020947	ED405161
RC020948	ED405162
RC020951	ED405163//
RC020954	ED405164
RC020955	ED405165
RC020956	ED405166
RC020957	ED405167
RC020960	ED405168
RC020979	ED405169

SE - Science, Mathematics, ans Environmental Education

SE053865	ED405170
SE054575	ED405171
SE054633	ED405172//
SE054671	ED405173
SE054673	ED405174
SE054690	ED405175
SE054747	ED405176
SE054754	ED405177

SE054765	ED405178
SE054766	ED405179
SE054912	ED405180
SE054919	ED405181
SE055026	ED405182//
SE057380	ED405183
SE058315	ED405184
SE059557	ED405185
SE059597	ED405186
SE059629	ED405187
SE059656	ED405188//
SE059715	ED405189//
SE059747	ED405190
SE059748	ED405191//
SE059749	ED405192
SE059755	ED405193//
SE059759	ED405194
SE059760	ED405195
SE059763	ED405196
SE059766	ED405197
SE059768	ED405198
SE059769	ED405199
SE059772	ED405200
SE059773	ED405201
SE059774	ED405202
SE059775	ED405203
SE059781	ED405204//
SE059785	ED405205
SE059787	ED405206
SE059791	ED405207//
SE059794	ED405208
SE059795	ED405209
SE059798	ED405210
SE059799	ED405211
SE059801	ED405212
SE059802	ED405213
SE059803	ED405214
SE059804	ED405215
SE059805	ED405216
SE059806	ED405217
SE059808	ED405218